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ABSTRACT

The guide argues for the establishment of placement services in secondary schools and provides detailed instructional units and suggestions for conducting pre-employment clinics which aim to provide all students leaving school with a basic understanding and working knowledge of the skills necessary to seek out and obtain employment or additional training and to utilize available community employment services. Two units focus on pre-employment forms such as want ads and resumes. Other sections of the guide describe procedures for: surveying and assessing employment opportunities in the community, in business, and in industry; compiling and using a guidance career resource file; analyzing promotion opportunities in assorted job situations; keeping a job, once one is found; and starting a business. Suggestions for planning a job hunting clinic and a sample clinic outline are also provided. Also included are a sample job application and McBee card, and an agency and organization contact sheet. A packet containing an assortment of pre-employment-job hunting materials is appended. (JR)

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PRE-EMPLOYMENT MODEL

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MODEL

FOR

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SCHOOL
PRE EMPLOYMENT
ACTIVITIES

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ANY QUESTIONS OR COMMENTS WHICH MAY BE GENERATED CAN BE DIRECTED TO THE AUTHOR:

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JOB PLACEMENT SERVICES: WHY THE SCHOOLS?

The question that inevitably arises, "Why should the school become involved in placement?" Why? Because, quite simply the services are not being provided and the school provides the logical framework for placement services. Cases in point: Most schools have had previous contact with post-high school advanced training institutions, and as schools, have accumulated data files on students. This places them in a prime position to facilitate initial job placement. College placement, in fact, has been a function of the schools for a number of years.

Career education becomes even more meaningful when coordinated within the framework of a school placement service. School accountability becomes a realistic aspiration when viewed in conjunction with a placement system. Continuing education, recycling our youth, maximum utilization of school facilities, and community involvement become more than verbiage when they are viewed as components of a school placement service.

One question normally asked is, "Why not use the State Employment Services?" Aren't we talking about duplication of services? Not really. Most state employment offices would be overwhelmed if suddenly faced with the thousands of youth who enter the employment market on a full or part-time basis in June. Most state employment services are "Societally" oriented and give primary allegiance to employer labor market needs.

A school placement service would be "individually" oriented and directed to the students needs. A comprehensive school placement service could facilitate placement prior to graduation in June. Prior communication could have taken place between

potential employers and the appropriate persons in the schools, prior, to June. In most high schools, this procedure is currently being followed with the college bound. A school placement program can provide the vehicle between educators and post, or potential employers of the products of our schools. Dialogue between the two groups can provide input for relevant, immediate, curricular change or curriculum innovation.

For example, twenty students graduate from an auto mechanics class. As a result of a follow-up, five are found to have left the state or cannot be reached. Employers of the fifteen who are working, indicate that the students they employ need more training in auto air conditioning. A vocational teacher could thus receive immediate feedback related to employer needs, in his field. He might then either include a unit or expand his unit on air conditioning. If only a few of his graduates are working in areas related to their in-school training, then perhaps he should re-evaluate his program or the curriculum.

Similar feedback could also be obtained on the college bound. If we are preparing sixty percent of our students for college and only thirty percent go, perhaps we should include less "preparation for education curriculum" and develop more "immediate need" curriculum offerings.

School placement services should not be for only the "special" student, but for all students. It should be a comprehensive program. Work experiences could be combined with college preparation. Decisions regarding post high school technical, apprenticeship, or vocational training, could be part of the services provided. Employment information and services outside of the school setting could be provided to all school leavers.

School placement services must be for all students. It cannot be a service which skims off only the more competent student and refers the less competent to

the state employment services. In education, we are in a unique and vital position to aid each youth to become a productive worthwhile member of society. Education is being asked to be accountable for, and is in some districts, being held accountable for the products of its systems.

It is only reasonable to state that if we are going to be held accountable, we must become more involved in the process of placement. Educators cannot go-it-alone. Cooperation, not competition, between all groups and agencies dealing with youth, is imperative.

The school structure is in a prime position to provide placement services. Educators need the feedback for curriculum updating. Our students need the services. Education must change in order to meet todays needs, today. School placement services can provide the vehicle which will help education meet the needs of youth today.

RATIONALE FOR PRE-EMPLOYMENT PREPARATION

Large numbers of young people entering the job market are woefully unprepared to cope with the most rudimentary aspects of their first full-time employment contact. Conflict in terms of employer expectations creates problems which result in either non-employment or short-term employment. The most basic elements of employment, such as filling out a job application, develop anxieties and create frustrations in youth just as they do in many adults. Confusion, uncertainty, insecurity, and general lack of knowledge as to what is expected, many times results in a well qualified youth not being employed when he could have been. Jobs are lost, and employers are unhappy with what they consider "poor preparation the schools provide for youth entering the job market". The secure, structured world of the school with its limited age groupings and "we-have-to-love-you-because-we-are-responsible-for-you" attitude, is far different from the "I-have-to-make-a-profit-on-your-work-or-I'll-have-to-can-you" approach the work world uses. Youth leaving school are mixed with all races, with all age groups, with all religions, and with all the good and bad characteristics of human beings involved in the struggle to live.

Youth entering college are for the most part, only delaying their entry into the job market. They, in many cases, are no better prepared than the non-college graduate in terms of the basics of employment techniques and procedures. Some schools do have some classes where some attention is given to some of the techniques and procedures related to employment. Basically, what is done is based on the teachers interests, rather than any formal curricular structure, and is often

discontinued if the teacher leaves. In the few cases where work is done, it is too often directed only to their "Choose a Career" approach. Employment fundamentals are either unknown to the teacher or appear to be so simple that they are not taught. The mechanics of filling out a job application or submitting a resume are often not taught. The whats and wheres of obtaining a Social Security Number are sometimes unknown to youth who have graduated or dropped out of school. Does the reader know where he can obtain a Social Security Number? Many things which adults take for granted pose major obstacles for youth.

The self-confident, popular, glib-tongued youth in school, sometimes bears no resemblance to the shy, nervous youth being interviewed for a job. Job preparation from the most basic mechanics on through the more sophisticated approaches, should be a part of a youths education, prior to his exit from school, whether his exit be via the graduation door or the dropout exit. Units can be developed to meet the needs of specific groups of youth.

A standard job application form could be presented to a Problems of Democracy class and filled out by the students for discussion. Personnel from various companies could be involved in job interview role play sessions in high school classes. The resume lends itself to English classes and could be used as a class assignment. Math classes could cover areas such as payroll deductions, the W-2 form and so on. In cases where the teacher does not conduct the classes, the school counselor could present the materials or facilitate the information being presented by some out of school source.

A series of units have been developed to cover the most basic approaches to employment. These approaches are realistic and the utilization of community resources should be utilized.

It is my intent that counselors and teachers will utilize the guidelines developed in the publication to develop their own program in their respective school districts. Units presented in this publication were developed in cooperation with youth groups as well as representatives of business and industry and represent an approach to youth on their level.

Administrators and the Boards of Education will recognize not only the Educational advantage of this approach to relevant education, but the public relations aspects of it as well.

PROCEDURES FOR ESTABLISHING IN-SCHOOL PRE-EMPLOYMENT CLINICS

Clinics may be conducted to compliment classroom teacher instruction or to cover areas which do not lend themselves to academic units.

Prior to graduation, student information cards containing pertinent information on students could be filled out on every student graduating. (see sample card in back of publication). The card should contain information such as name, address, telephone number, and type of job they are contemplating upon graduation. Additional information should be provided by the counselors in terms of personality, attitude, or any special handicaps or limitations the student may have. These cards will form the basis for job placement activities. The cards should be divided into the following groups:

1. Those who are going to college.
2. Those who cannot go to college unless they have employment.
3. Those who currently have part-time jobs or full-time employment.
4. Those who because of marriage, entering the service, leaving the state, or other reasons may not be actively seeking employment in this area.
5. Those who are graduating from vocational programs.
6. Those who are disadvantaged and have job potential and could be employed in job entry areas.
7. Those who are disadvantaged because of emotional problems, or attitude handicaps would have difficulty finding employment.

Group six and seven would be the target groups for pre-employment clinics. If at all possible, pre-employment clinics should be conducted during the senior year

utilizing personnel people from business and industry as much as possible, as well as field trips conducted on a small group basis. If the pre-employment clinic cannot be conducted during the school year, these students in groups six and seven should be contacted by phone or letter and asked to come into the local high school for a Job Hunting Clinic.

OBJECTIVES OF CLASSROOM UNITS OR CLINICS

OVERALL OBJECTIVE:

Provide all youth exiting school with a basic understanding and working knowledge of the skills necessary to seek out and obtain employment, additional training or utilize available community employment services.

SPECIFIC OBJECTIVES:

Provide opportunities for youth to develop self-assessment techniques and processes which they can use throughout their lives.

Provide preparation in the basic areas of job availability and knowledge of the job market.

Provide preparation in the basic areas of Employer Expectations, Job Interview, and Job Application procedures.

Provide preparation in the areas of retention of employment.

Provide preparation in planning techniques and procedures for employment upgrading and job mobility.

INTRODUCTION TO PRE-EMPLOYMENT UNITS

Prior to graduation from high school, a structured program of employment orientation could be conducted in the schools. The means of conducting these clinics will vary from school district to school district. In some cases, a counselor could work through English, Math, or Senior Problems teachers, or in the case of vocational programs through the vocational teachers. He may utilize their class time to present material and information, or he may act as a facilitator and recommend outside community resources and material to be used by the classroom teacher.

The format provided for each of the following units should be expanded through the use of visual aids. Representatives of business and industry should be involved via classroom presentations whenever possible. Role playing of job interviews, video taping, and playback are techniques which could also be employed, as well as the use of slides or plastic overlays.

This type of form may be used by students or counselors or teachers. Students can fill this form out requesting to be included in a training session. Teachers or counselors can use it to inform students of what will occur in a group session.

It can be used with parents to acquaint them with what is happening in school.

GROUP TRAINING IN JOB FINDING

PRE-EMPLOYMENT GROUP TRAINING
IN JOB FINDING

What is it?

Learning basic principles of job finding and presenting abilities to employers.

What are the benefits?

1. Learning how to inventory your job skills and abilities.

2. Learning about various sources of job leads, hiring channels, and how to use them.

3. Learning how and when to present qualifications effectively in

   (a) a personal interview
   (b) a test situation
   (c) a letter of application
   (d) a resume

4. Learning about preparations for and proper conduct during and after a job interview.

5. Learning about local and national employment trends.

Next scheduled class:

Time _____
Date _____
Location _____
Name _____

11

JOB PLACEMENT CLINIC EVALUATION

SCHOOL_____ DATE_____ PLACEMENT SP._____

CLINIC WAS:

1.____ To long

2.____ To short

3.____ About right

INFORMATION WAS:

4.____ Helpful

5.____ Most helpful

6.____ Not helpful

7.____ Useless

CLINICS:	YES	NO
8. Should be held in school	___	___
9. Should be conducted by classroom teachers	___	___
10. Should be conducted before students leave school	___	___

What other areas could have been covered_____

_____

_____

_____

_____

11. Do you want help from the Placement Specialist in finding a job_____

12. Have you tried to find a job:

____ By phoning companies
____ By filling out applications
____ By going for job interviews
____ By contacting friends, relatives, or people who are working

13. Are you working now_____

12

THE TEN COMMANDMENTS OF JOB HUNTING

I. Thou shalt not be a know-it-all . . . nor a slouch.

II. Thou shalt be clean of body and appropriate in dress.

III. Thou shalt have no other pals along.

IV. Thou shalt not bad-mouth persons or places past.

V. Thou shalt not smoke or chew gum.

VI. Thou shalt speak and act as if thou hadst learned good manners at home (do this in remembrance of Mom).

VII. Thou shalt not be greedy (perhaps thou art not worth $3.50 an hour!)

VIII. Thou shalt be willing to start at the bottom and be eager to work thy way up.

IX. Thou shalt wear shined shoes.

X. Above all, thou shalt be courteous, realizing full well that an employer too, is human; like thee, he needs to feel accepted.

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Director -
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by: Celeste Billhartz
Placement Specialist

PRE-EMPLOYMENT CLINICS
APPOINTMENT SCHEDULE

PLACEMENT SPECIALISTS

DATE _____

NAME _____

HOURS _____

SCHOOL _____

Name	Telephone No.	Scheduled By	Follow-up - Comments

IN-SCHOOL - BASIC UNITS

Any or all of the basic units listed below may be used. You may wish to combine sections within the major units to suit your class or school need.

At times, the purpose of the clinic might dictate the use of a survey approach of all the units.

I. Introduction

A. Objectives of units/clinics

B. Procedures to be followed

II. Major Areas

A. Self-assessment

* 1. Use booklet - "Resume"

Materials - Personal Resume Form, Sample Resume, Plastic Overlays-Resume

2. School grades, in school training, interest and aptitude test results

B. Preparation - Attitude - Outlook Toward Work

* 1. Use booklet - "Competition for Jobs"-Unit

C. Job availability and knowledge of job market

* 1. Use booklet - "Want Ads - Hunting Jobs"-Unit

2. Use booklet - "Yellow Pages of Telephone Book"

3. Use booklet - "Looking for a part-time job"

D. Approach Employer

1. Use booklet - "The Interview and You"

2. Use booklet - "Your Application"

3. Use the application form

E. Holding a Job

1. Use booklet - "You're Hired"

2. Use booklet - "Your First Pay"

F. Upward Mobility - Promotion

1. How to move up the Ladder
2. Training opportunities, apprenticeship, private schools, 2-4 year colleges
3. Public/private employment agencies

SAMPLE COPIES OF BOOKLETS ARE LOCATED IN A POCKET ON THE BACK PAGE OF THIS PUBLICATION.

* SAMPLE UNITS DEVELOPED IN THIS PUBLICATION.

COMPETITION FOR JOBS

Competition is sometimes viewed by a school student in terms of competition in athletics. Few have any concept of the broad application of competition. Competition may be explained and discussed within the following framework.

Competition is a healthy part of everyday life. People are, and always have been, in competition for the things which they want.

Competition may be for a piece of candy or a compliment from a parent with a very young child. As we grow older, competition for acceptance by peers comes into play.

Competition for grades or for a position on a team, cheerleader, or some other recognition may come into the picture at an even later time in school.

Competition then is for a variety of things - recognition, acceptance by a group or individual, as a screening device for athletics, or for money or position later in life.

Competition may be subtle or it may be very obvious. Example - competition with another person for the attention and affection of someone you like - competition for a public office.

At this point you may wish to identify as many areas of competition in everyday life that you can.

Competition in school is different from competition outside of school. School in effect, is a training ground for the serious area of competition for the basics of existence.

It stands to reason that without food we cannot exist and without clothing we would be uncomfortable, during the winter months, at the very least. In order to

acquire what we need to exist we must do something as well as, or better than, someone else.

For the most part those who have skills which are scarce or in demand receive a higher priority because they are competitive on a higher place - example: doctors, and certain athletes.

Plumbers make more than ditch diggers. The plumber has more skill and training in an area which is not overly saturated.

Competition for a job then depends on a variety of things.

1. The need for your services.
2. The skills you have to offer.
3. The number of others who have similar skills.
4. What you expect to receive from a job.
5. The way that you present yourself.

Basic things to consider when looking for a job.

1. Can I do the job as well or better than someone else?
2. Can I convince the employer to hire me rather than someone else?
3. Can I impress the interviewer?

Competition for a job might mean that you make some changes in your appearance and attitude. The employer is going to hire the person who fits his needs. If your need for long hair or way out clothing and speech outweighs your need for a job, then the person who cuts the hair and adjusts to a new role will get the job. Because it was acceptable in school, in the game of competition, that does not mean it is acceptable in the world of work. The rule of competition is basically the same. You are in competition for something. How can you be COMPETITIVE?

UNIT - WANT AD'S

Want ads appear in most newspapers in our country. Training in the use and interpretation these ads can provide a person seeking initial employment or employment upgrading with a valuable skill. Such skills can be used throughout a persons lifetime.

TIME FACTOR

A unit on want ads may range from one class period in length, or could constitute a lengthy unit which quite possibly could continue over a school year.

Basic areas to be discussed in unit:

1. What is a Want Ad?

   Why is it in the newspaper?

   Where are the want ads located?

   Who pays for the ad?

   How is an ad placed?

In large cities it may be possible to bring a person from the newspaper into the classroom to discuss the want ad section of the newspaper.

2. Tally the want ads - How many are there in each area? How many ads are there for waitress's or for engineers? A tally can be kept for a week to see if there is a pattern.
3. How are the want ads organized?
4. What groups, agencies or groups use want ads consistently? Why? There may not be any. Normally there are ads which appear constantly in the want ad section.

Students looking for work can place want ads. What is the cost factor? You may wish to explain want ad usage in terms of contract service. The want ad serves to bring the potential employer and employee together.

The person placing the ad pays the newspaper to advertise for the service. The ad may only be in the paper for a limited time or may be a continuing ad.

Want ads may fall into the following catagories:

Factory help
General: hourly - salary
Office and management
Sales
Technical
Domestic

Any of the above may be full or part-time. Some are jobs which may be done out of a home. Some require specific skills or training. Some office training is part of the job package.

UNDER SERVICES

You normally find want ads placed by people who are seeking work rather than those who are seeking to employ. Rather than an employer seeking an employee you have a person seeking an employer.

The want ad can serve a double purpose depending on how well the person knows how to use them. The maxim, "It pays to advertise," may also be interpreted in terms of, "It pays to read advertisements."

DANGER

Students should be cautioned concerning some types of want ads. Example: Young ladies 18 or older wanted. Excellent position, opportunity to meet people, travel. Contact Mr. Joe Smith, Room 226, Empire Hotel. In answering this ad the young lady may be in for a surprise. It is advisable when answering this type of ad to take an adult along.

The job may be a door-to-door sales job if it exists. Once the young girl is out of town she may be at the mercy of the person who hired her. She may find herself in a very difficult position.

Some jobs are commission jobs. If you do not make sales you are not paid. Some ads are placed for phone solicitation from a home or in a situation where 15 - 20 people do nothing but place phone calls from a central location, (a boiler room operation.)

Some ads may be in reality solicitations for sales rather than a legitimate job offer. Example: In order to qualify for a job you may have to have training. You may have to sign a contract for the training in order to get the job. The job may not exist.

Most want ads are legitimate and placed by honest, responsible employers seeking help, however, all facets of the use of want ads should be explored.

You may wish to contact the Better Business Bureau in your area and have a speaker discuss some of the unethical uses of the want ads.

Skills acquired in the area may be used a few times in a persons life, or many times. Each time, however, a person is seeking help in a most critical area and should be as well prepared as possible.

UNIT-RESUME

I. MATERIALS

Pamphlet or publication on Resume. Copies of Resume format on 8½ x 11 paper. Completed sample resume.

All of the above materials may also be presented via plastic overlays or on slides.

STUDENT ACTIVITIES

If seeking employment, each student should fill out a resume. Resumes may be sent to employers. Students may follow-up on resumes.

What is a Resume?

Resume is a french word meaning "summary". A resume is a summary of pertinent facts about an individual. It should include personal, educational, and work histories.

COVER LETTER

A resume should be sent with a Brief cover letter. The cover letter should be short, eye catching, and designed to stimulate one to read the resume. (see samples)

BASIC DATA

This section should be completed as neatly and concisely as possible.

A resume need not contain all of the data requested on the sample shown. A student may well ask, "Why data on health, height, weight, etc."

It might be wise to explain that some employers require a physical be taken. Some jobs specify a certain height or weight because of the lifting involved, or because employees may be on their feet for prolonged periods.

Each resume will differ, however, a common format is used.

II. EDUCATIONAL RECORD

Your most recent educational record should be listed first, followed by any other educational experiences. For the high school student, the high school record should be sufficient.

Areas such as - major subjects - grades and extra-curricular activities, should be included if they would help. In some cases, a simple statement of the vocational course or school preparation would suffice.

Emphasis should be placed on school work which relates to the job being sought. Example:

Secretarial student
Typing - number of words per minute
Shorthand - _____
Clerical - _____

III. WORK EXPERIENCE - EMPLOYMENT RECORD

Many high school students have work experiences which they do not perceive as being relative to this section.

A student may have worked as a paperboy, at a grocery store, with a relative, for the school, as a babysitter, as a store clerk, in a volunteer program, for neighbors, for teachers, etc.

Employers are aware of the limitations for extensive student work experiences, however, they would like to see some indicators of willingness to work.

IV. EXTRA - CURRICULAR ACTIVITIES IN SCHOOL AND OUT

Any awards for any type of service could be listed: Any service to the school or community, membership in a choir or other music group, athletics, volunteer services, help at basketball games, booster club, etc.

Allergies to chemicals, diabetis, high blood pressure, or limited use of facilities may also defer a person from obtaining employment. It is wise to be honest with an employer so as to not waste his time or your own.

Points to remember (back of Resume).

Who do you send the resume to?

Contact should not be restricted to only large companies. There are many well paying positions in small and middle-sized companies.

The resume should be sent to the person who is responsible for employment in a company. In some companies that would be a personnel officer, and in another company, perhaps the owner.

It would be advisable to call the company to determine the correct person to address the resume to.

When not sure of what companies to send the resume to, it would be advisable to check the Yellow pages of the telephone book. Businesses are listed by catagory and a complete address is normally involved. Most telephone books also contain a directory section on the yellow pages.

V. REFERENCES

Individuals selected as references should be contacted for permission to use them as a reference. A student can also lay the groundwork with a phone call or letter to a potential employer.

Using three teachers as references is not as effective as using one teacher, one working neighbor, and a local businessman.

If a student has relatives (with whom he/she gets along) working at a company he/she is applying with, he/she may wish to use them as a reference. A friend working for the company may be used as well. Religious leaders or doctors are normally not well received as references unless you are active in a church or are well known by the doctor.

Different references may be used when applying with different companies.

RESUME

(SAMPLE)

Name_____
FIRST LAST MIDDLE INITIAL

ADDRESS_____
NUMBER STREET ZIP CODE

Telephone No._____ Social Security No._____

Age_____ Sex_____ Date Born_____

Height_____ Weight_____ Marital Status_____

Health_____ Service_____ Drivers License_____

Education: (Your high school)_____

Graduated_____

Scholastic Average_____

MAJOR SUBJECTS	CREDITS	AVERAGE GRADE

Employment Record:

EMPLOYER	COMPANY	FROM	TO	DUTIES

Extra-Curricular Activities in School:

References:

Dear Sir:

In June of this year, I completed my 12th year of training with the largest industry in the United States. I am now available and actively seeking employment.

I feel that as a result of my training, I would be a good employee of _____(name of company)_____. When would it be possible for me to come in for an interview?

Enclosed is my resume for your consideration.

Thank you,

B

Dear Sir:

For the past twelve years, I have been involved with a company whose job it was to provide me with the skills necessary to move ahead in life. I have completed my apprenticeship program and would appreciate the opportunity of benefiting from my twelve years of training. Your consideration of me as an employee would be most appreciated.

Enclosed is my resume.

Thank you,

Dear Sir:

I have looked forward to graduating from high school and finding employment. While I have not had the opportunity of acquiring years of work experience, you would find me a good employee.

Would it be possible for me to come in for an interview?

Enclosed is my resume for your consideration.

Thank you,

Dear Sir:

Are you looking for someone who is willing and able to work? I would appreciate your consideration of me.

I graduated in June from ___(name of high school)_____ and while I do not currently have a lot of work experience, I would appreciate the opportunity of gaining some with __(name of company)_____.

Enclosed is my resume for your consideration.

Thank you,

Dear Sir:

My name is _____. I am a high school graduate (June, 1974) and I am seeking employment.

I know that I am short on work experience, but I am long on willingness to work as this letter will witness.

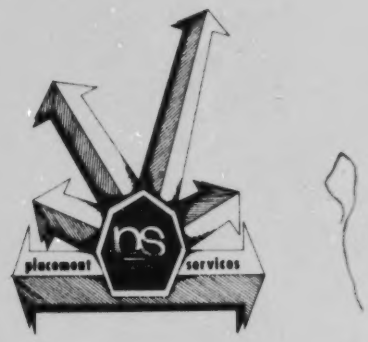
Enclosed with this letter is my resume for your consideration. Your consideration of me for an employee would be most appreciated.

Thank you,

PERSONAL "POCKET" JOB APPLICATION

YOUR
EMPLOYMENT INTERVIEW

NAMES, ADDRESSES, DATES,
AND OTHER FACTS



NAME _____ PHONE _____

ADDRESS _____

The personal "pocket" job application form is an extremely effective tool.

A copy is normally given to each youth seeking employment. The student fills out the form completely prior to applying for a job.

The inside section of the form contains a listing of basic data normally requested on application forms.

The back of the form contains a check-off list which a student may use to prepare himself for an interview.

This form is small enough to fit into a wallet.

Data may either be copied from the form onto a standard application form, or the personal "pocket" application form may be left with a potential employer.

The job seeker is thus providing an employer, who may not normally use an application form, with a personal application.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____
Last First Middle

Present Address _____
Street Zip City State

Previous Address _____
Street Zip City State

Phone Number _____ Own Home _____ Rent _____ Board _____

Date of Birth _____ Height _____ Weight _____ Color of Hair _____ Color of Eyes _____

Married Single Widowed Divorced Separated

Number of Children _____ Dependents other than Spouse or Children _____ Citizen of U.S.A. Yes _____ No _____

If related to anyone in our employ. State Name and Department _____ Referred By _____

EMPLOYMENT DESIRED

Position First Choice _____ Second Choice _____ Date you Can Start _____ Salary Desired _____

Are you Employed Now? _____ If so, may we inquire of your present Employer? _____

Ever applied to this company before? _____ Where _____ When _____

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade Business or Correspondence School				

Subjects of special study or research work.

Hobbies or Interests

What Foreign Languages Do you Speak Fluently? _____ Read _____ Write _____

U.S. Military or Naval Service _____ Rank _____ Present Membership in National guard or Reserves _____

Sample Developed By Akron-Summit County Job Placement Department (R. Wasil, Dir.)

Application for Employment Continued)

Travel

FORMER EMPLOYERS (List below last four employers, starting with last one first)

Date Month & Year	Name & Address of Employer & Phone	Salary	Position	Reason for Leaving
From To				
From To				
From To				
From To				

REFERENCES: Give Below the names of three persons not related to you, whom you have known at least one year.

Name	Address	Occupation	Telephone Number
1.	No. St. Zip		
2.			
3.			

PHYSICAL RECORD:
List any physical defects

Were you ever injured? Give Details

Have you any defects in hearing? In Vision? In Speech?

In Case of
Emergency Notify
Name Address Phone No.

Authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal,further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

COMMUNITY-BUSINESS-INDUSTRY
EMPLOYER SURVEY

Data on employers of the products of our school is a vital part of any Career Education, or Placement Service structure. A multitude of data is readily available on colleges and universities. However, for the most part, little is available on employers within a local area. What employer data is available is sometimes in the hands of agencies which will not or cannot share the information with the schools. In some cases, the employer information does not apply to the clientele in, or exiting from, the educational structure.

Any employer data compiled must be updated periodically. In the case of small employers, a business may change hands or cease to exist.

The guidelines described in this section are to be considered as general guidelines and are flexible enough to be tailored to meet the needs of any school district.

Serious consideration should be given to developing a systematic approach to the assimilation and dissimilation of employer - employment data.

The following system has been used in previous surveys.

COMMUNITY-BUSINESS-INDUSTRY ASSESSMENT

A systematic approach to services and employment opportunities in a given district can be developed. Data relative to the local job market can be compiled by conducting Community-Business-Industry surveys. The following outline can be used as a format for a survey which would result in the development of a data bank in a given district.

STEP ONE - BASIC DATA FORMAT

1. Determine the type of information you are seeking. You may wish to consider the following areas in your basic data.

   (a) Data on employers currently employing in-school youth or graduates, vocational - non-vocational.

   (b) Number of employers in company.

   (c) Time of year employer hires.

   (d) Type of employment - full-time, part-time, permanent.

   (e) Training programs in a specific business-industry.

   (f) Employment procedure used by company.

   (g) Other relevant data - promotion policies, fringe benefits, starting salary, etc.

Once a decision has been made in terms of desired basic data, consideration should be given to obtain listings of employees within a designated district.

STEP TWO - EMPLOYER LISTINGS

In large cities, most Chambers of Commerce compile listings of employers and master data on the basis of number of employees. Such listings may be broken down in the following areas.

Employers who employ 15 and above, 15 to 30, 30 to 100, over 100, etc.

Most listings also contain the address and telephone number of the employing company or business.

In small areas, Kiwanis, Rotary, or smaller organizations may also have ready made listings which can be used as the base for a survey.

Listings from Restaurant Associations, Dental Associations, Medical Groups, or other professional or service organizations may be utilized. Listings from vocational teachers or from cooperative education teachers may be added to the listings.

STEP THREE - THE WHO, WHEN, AND HOW OF OBTAINING DATA

(a) Letters may be mailed to the employers requesting desired data on a card format.

(b) Professional groups may be contacted to provide data on their membership.

(c) The yellow pages of the telephone book may be used.

A suggested method of gathering data is outlined below:

1. Divide the selected district into sections.

   (a) In a large district you may consider to divide the district by zip codes.

   (b) In a smaller district you may divide the district by taking a map and sectioning the area.

   (c) You may wish to consider developing districts, on the basis of employers, as catagorized by the yellow pages of the phone book.

Any of the above methods may be used to structure employer contact. Once the district has been divided, students may be used in contacting the employers in conjunction with a mail out or in lieu of a mail out.

Prior to involving students the following steps may be taken:

1. An article in the newspaper discussing the survey and when it will be held.

2. The endorsement of the Board of Education and the City Administration, business groups, professional organizations, etc.

3. Each student involved should have a card identifying him or a letter he can present to the employer being surveyed.

Some employers may be reluctant to give data to students, therefore, they may be given the option of filling in the card and mailing it in.

Students should be briefed as to the purpose of the study and the use to which it would be put. Proper dress and the proper way to approach an employer should be stressed, and the students should be divided into teams of no more than two.

Each student should have a listing of the employers they will contact. All, or selected groups of students, by grade, or class, may be involved.

Senior students may conduct the survey as a classroom project for a grade. Students may be released from school or conduct the survey on non-school time.

The degree to which students will be used, if at all, will depend on school policy and the area to be covered.

Students can certainly benefit from the experience, especially if they are involved in contacting employers in a career area in which they are interested.

In summary, community-business-industry survey may be conducted by mail, by phone, by personal contact or any combination of the three.

In some cases involvement of community service groups may not be feasible, however, such involvement, with community, service and professional groups presents an approach which can provide positive community involvement and support.

GUIDANCE-CAREER RESOURCE FILE

The development of a Guidance-Career Resource Card File represents a major effort on the part of business-industry and education in the area of community career education resources.

Basically, this type of file consists of data on individuals in the community who may represent a wide variety of career areas. Individuals contacted are asked to share their expertise concerning their career field and/or to involve themselves in providing career exploration experiences.

This type of file can be used by administrators in planning a career education program and by counselors and staff in implementing it.

It can be developed utilizing the approach already discussed in the section entitled Community Business-Industry Survey. Both cards may be combined and all data for each selected at the same time.

Two separate card files may be maintained based on usage. One card will be used to maintain data on employers, the other on available career services.

The card illustrated was developed as a result of a joint effort on the part of all of the Kiwanis groups in a county area. Over 700 cards constituted the original deck of cards.

The file is updated yearly through the joint effort of the Kiwanis groups.

Data on the cards can also be made available in print-out form on data processing sheets, through the use of data processing techniques. A listing of any or all data may be made available.

The (D.O.T.) Dictionary of Occupational Titles may be used in catagorizing the areas or any other type of career grouping system you may wish to develop.

The key to any successful effort in this area rests on communication and cooperation between educators and business and industry.

CAREER CODE CATAGORY

KIWANIS GUIDANCE REFERENCE 1973 - 1974
DEDICATED TO GEORGE T. (POP) KIDDER.

CATAGORY- MACHINE WORK NUMBER- 13-012

H/ NAME- RICHARD HOOVER
O/ POSITION-PERSONNEL
M/ ADDRESS-
E/ PHONE #-

W/ NAME- GEN. MOTORS - TEREX
O/ ADDRESS- 44236
R/ CITY- HUDSON
K/ PHONE #- 655-5000

SERVICES AVAILIABLE

1. SPEAK TO CLASSES. NO
2. SPEAK TO SMALL GROUPS. YES
3. SPEAK TO INDIVIDUALS. YES
4. ARRANGE VISITS TO MY COMPANY. NO

Referred To

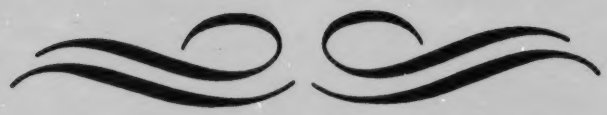
(Name) Last First Date Time

(Address) No. Street Phone No.

City State Zip Code

Student

Referred By School



UP THE LADDER

Upward Mobility - "promotion" for short, is a most difficult area to discuss with a group of students. For the most part, high school students are oriented to immediacy and are concerned with the here and now. Case in point; the month or two before graduation most students are not thinking past the events leading up to graduation. It's not an unusual phenomenon, most people are thing, rather than theory oriented. How many of your associates have planned their lives four or five years into the future?

College - well, that's a different story. For the most part, it's a continuation on a different level, of what most students were trained to do for twelve years. The ground rules are basic; you study, you get grades, you take tests, etc.

Some basic areas can, however, be discussed with students.

Area One - Training: Continuing education as a means of getting a better job, earning more money, leading a happier life, etc.

Training can be discussed in the following areas:

a. College - two and four year programs
non-credit courses.

b. Apprenticeship Programs - Where to apply, how to apply, length of apprenticeship, pay, benefits, job mobility, etc.

It is recommended that representatives of local apprenticeship boards or organizations be contacted for printed materials, or resource speakers.

c. Out-of-School Traning Schools - Training-for-profit schools exist, in most major areas, from electronics, to cosmetology, to horseshoeing. Some may be located locally, others may necessitate living away from home. Most are expensive. All should be checked out before referring any student to them.

d. Military Service - The military service can provide excellent training for unskilled youth interested in moving up the income ladder.

e. O.J.T. - On the job training, once the most popular and most simply structured system open to students, is rapidly diminishing. With the advent of automation, less low-level skill entry jobs are available per capita in the U.S.A.

Many schools are now providing in-school training in Distributive Education, office work, auto mechanics, body and fender, carpentry, etc.

f. Home study schools, once very popular and the send-away-to-learn schools, are no longer well received.

AREA TWO:

Assuming that a youth has a job, how can he/she move up the ladder?

a. By acquiring more skills or training - via one of the training avenues listed in area one.

b. By moving from the job they occupy to another employer. Many skilled people move from one job to another until they reach the job they want.

Some employers may not have enough openings to accommodate the upward mobility of some of their more ambitious employees. Job hopping is not frowned upon if the proper procedures are followed. For example: sufficient notice is given that you are moving to another job. This may be a second step if you have discussed promotional or salary increases and were given no encouragement. Keep in mind, the person who job hops three or four times a year is considered differently than the person who works for an employer for two years and then leaves for more pay or a higher position because his current employer cannot provide either.

AREA THREE:

Any job is a good learning experience. A poor school attendance record, low grades, or poor attitude will normally be overlooked if a person can provide a good work record.

Many employers in minimum wage occupations expect turnover and will provide recommendations if a persons work performance was satisfactory.

Youth with no skills may start off working in a chain-type-hamburg-operation. If they work well, are punctual, and exhibit a positive attitude some may move into training programs. Others may work at one level of restaurant work and move to better paying, more prestigious positions based on the experience they gained. A female for example, might move from car hop, to waitress, to hostess, to manager, over a period of time. She may, during this period of time, also have taken course work at an adult education facility or training school.

Upward mobility depends on the individuals desire. In dealing with youth it is normally best to provide them with data regarding a starting point and then show them various avenues which they can take if they so desire. The student auto mechanic for example, should be made aware of the jobs in his field that are available and what he needs to do to move up the ladder. The same would hold true for the college bound student.

In very simple terms students should be impressed with the fact that they must make the decisions as to where and how far they want to go. Caution them, that while they may establish one goal for themselves, they may end up elsewhere. Example: A student who wanted to be a teacher ended up driving a truck. He is happy at his new job, makes good money, and wants to own his own trucking company.

A high school dropout can end up as a teacher. How high you go and where you go then, depends on what you want, and how hard you are willing to work for it.

RETENTION-ON THE JOB

Many young people who are able to find employment are unable to keep that employment. Some of these young people did quite well in school where they knew the rules and were well adjusted to the world of education. However, they experienced difficulty in adjusting to the world of work.

The traumatic shock of adjusting to a totally new situation finds many graduates and non graduates ill-prepared to cope with even some of the most simple situations they encounter. Some youth had difficulty in making an effective transition from school to work because of some of the problems described below.

Young people for some twelve years spend a good proportion of their time with individuals near their own age. After leaving school, many are now working side by side with individuals who are their parents' age. Adults whom youth had contact with in school, were involved in a helping role, for example; as teachers or counselors. Adults are in a competitive role in areas such as overtime, boss approval, promotion, etc.

Employers are not as permissive as the schools. Punishment for infractions of rules are more rigid. Whereas absenteeism or tardiness might warrant a hand slap in school, on the job it might result in a youth being fired.

Chronic, real, or imagined illness in school might elicit some sympathetic response from school personnel, however, an employer looks at the situation in terms of loss of profit. The end result of a pattern of absenteeism, for illness or other reasons, might result in a youth being fired. A student from an all black school might suddenly find that he or she is the only black on a job or one of a very few blacks in a sea of whites. Unable to adjust, some develop psychosomatic symptoms, become hostile, etc., the end result is loss of employment.

A clearer understanding of what the real, adult, world of work entails would enable more of our youth to not only obtain, but, retain employment.

TECHNIQUES THAT CAN BE USED

1. Role - Play - Bring community resource people into the classroom to explain employer expectations, working conditions, perhaps, under the heading of "What an Employer Expects." Labor representatives should also be included.

2. Teams of students can be asked to, (a) visit places which provide entry employment opportunities and talk to the employer or his representatives. (b) They should also develop a check list in terms of working conditions, age of employees, average work hours, etc.

3. Each student can be asked to talk with a working adult regarding his or her job and what the adult feels their employer expects.

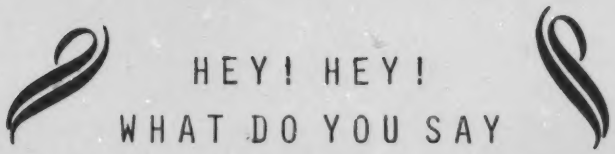
AUDIO VISUAL

Video tape may be used to tape role place situations in the classroom. Tape recordings of employer interviews may be made at the job site and played in class. Students can develop a check list of employer expectations and rank them according to importance. The guidelines provided below can aid you in developing a curricular unit suited to your school setting.

DISCUSSION AREAS: RESPONSIBILITY

EMPLOYER:	EMPLOYEE:
You are paid for the time you work. An employer must make a profit on the product the employee produces or on his or her labor.	You have a responsibility to be on time, do a full days work for an agreed upon salary.
An employer provides a job and a place to work. Working conditions vary.	When you accept the job you should be aware of the working conditions. Do not accept a job unless you are willing to live with it, trying to change the rules may be praiseworthy but may end with you on the street.

EMPLOYER:	EMPLOYEE:
	EXAMPLE: You may start a job working 5:00 until midnight. That is when the employer needs you. If later you decide you do not want to work these hours, you may lose the job.
An employer can provide you with an opportunity to advance.	You can take advantage of advancement programs with some employers. You may have to attend class or study on your own. Some employees quit or are fired because they see others moving ahead with an employer while they do not. If you are worth more you may get more. You must take advantage of advancement opportunities.
Any employer must make a profit to stay in business. No profit for the employer may mean no job for you.	
Wasting materials, loafing, reduction of profits. The employer may have to let you go. DON'T GOOF OFF!	You should try to understand the operation. Help the employer make profit. You are saving your job.



Corny, but true, there is room for the little guy. Here are some examples.

ECOLOGY is the rage; get into the movement. Advertise in your neighborhood and charge a fee to haul stuff away. You can sell the junk and take the rest to the dump. A truck would be needed but you could start up small and build a business.

Check on a peddler's license. If you can get one, you can sell out of the back of a van and carry your wares around town.

CAR REPAIR. If you are handy with tools, you might be able to make it. You could work out of your own garage. Minor tune-ups, oil changes, etc., require few tools. Many women have the second car and it sits at home all day. If you want, you can set up a service where you pick it up and take it to be serviced elsewhere. Set up a fix-up business for cars. People who want to sell their cars can get more for them if they are clean. Offer to wax the car and do touch up work. Many people hate to bother with a car; make arrangements to clean and maintain it for them. Offer a used car service. Girls, particularly, need help in choosing cars.

Other small business ideas that cost little to start:

Lawn care

Pet sitting

Genreal handyman

Childrens birthday party service

Beach swim parties - skating

Baby sitting - for the whole day at the beach

House party - aluminum siding washing

Tutoring - why not?

Sewing - clothes are expensive, sell handmade ties

Dog training

Building outdoor furniture

Janitorial service - one day a week at five places is a full-time job

If you have a skill you might be able to give lessons - music, etc.

Combine it with kid-sitting service.

RATIONALE FOR OUT-OF-SCHOOL YOUTH JOB HUNTING CLINICS

There has been a need, on the part of young people graduating from high school, for additional structured guidelines in terms of techniques and procedures related to job seeking. Many students who graduated are unable to find employment because of lack of direction, personality problems, or due to misunderstandings as to what employers expect. These students can be brought together in small groups and with the aid of visual presentations and with the cooperation of personnel from business and industry can be provided with information so that a good many of them, within a short time, will be able to find employment. One of the difficulties which may be encountered, is getting youth, once they have left school, to come to a site for a clinic. Use of familiar surroundings such as the local school, local church, or social organizations can facilitate their appearance for such job hunting clinics. The procedures and guidelines outlined on the following pages are representative of techniques and procedures which have been found to be effective. They can be modified and used in any school district. The purpose of the clinic is to bring young people who need help into formal surroundings and provide them with information that is not only relevant to their needs, but current as well.

I would hope that anyone using this publication would not assume that we are advocating that we are doing something that has never been done before. We are attempting to formalize and structure many good things which have been done in the past.

BASIC PREPARATION FOR JOB HUNTING CLINIC

1. Make sure that facilities are available in the school and that all visual equipment that will be needed is available and in working order. If the school cannot be utilized, local churches normally have facilities. Other groups in the community can be involved if neither church or school facilities are available; such as the local YMCA, Lodge Hall, or similar facility.
2. Contact should be made two or three days prior to the meeting, too long of time between contact and meeting has been found to be less effective than short notice with this type of young person.
3. A selling job may be necessary to get them to attend the meeting; these specific points cannot be emphasized too much.
   a. Reason for the meeting
   b. Time and place of meeting

In some cases, it may be necessary to provide transportation to the Job Hunting Clinics. Whenever possible, involve personnel people from business and industry. Whenever possible, utilize visual aids (over-lays, slides). Involve the clinic participants in writing exercises such as filling out sample application forms. Similar types of Job Hunting Clinics may be used with groups on an in-school or out-of-school basis with variations in content and approach.

Many of the young people will need supportive help even after they find employment. Phone and personal contact should be made with them whenever possible.

MATERIALS TO HAVE AVAILABLE FOR JOB HUNTING CLINICS...

1. Sign in book for participants -
   - name
   - address
   - phone number
2. Booklets for specific groups
3. Use with students -
   - Application blank
   - Resume form
   - Personal Employment Interview form
4. Overhead projector and overlays
5. HAVE ALL PARTICIPANTS BRING COPY OF PREVIOUS NIGHT'S WANT ADS FROM NEWSPAPER
6. Materials from State Bureau of Employment Services
7. Pencils, paper
8. Telephone book
9. Student cards

OUT-OF-SCHOOL JOB CLINIC OUTLINE

I. Introduction of Services of Placement Department

A. Objectives of clinic

B. Procedures to be followed in clinic

II. Job Hunting

Many of these areas may be covered in the out-of-school clinic. Each may be a unit in Pre-Employment Clinic.

A. Self-assessment

B. Preparation - Techniques and Procedures

C. Job availability

D. Knowledge of job market

E. Approaching employer

F. Holding job

G. Job advancement

III. Forms and Materials - Appendage

You may vary the booklets used depending on the makeup of the group. Resource persons from Business and Industry should be involved whenever possible. In a structured Pre-employment program each of these would constitute a unit.

A. Booklets -

What is a Resume?

The Interview and You

Your Application

You're Hired

Competition for Jobs

Want ads - Hunting Jobs?

Drop-Out -- Cop-Out?

Job Hunting in the Yellow Pages
"Let Your Fingers Do The Walking"

Your First Pay

Working Part-time?-Finding a Part-time Job

The Secret of Getting Ahead in Sales

B. Forms - Application

Resume

Personal Resume

Pre-employment Clinics Appointment Schedule

Group Training in Job Finding

Procedures for contacting students
currently employed

Procedures to be followed in organizing small groups - for Job Hunting Clinics are outlined in this section.

I. Select Youth to be contacted for group orientation on the basis of common interests if possible.

Example - six girls who are interested in office types of employment. Five or six boys who have no skills and are interested in any type of employment.

II. Contact youth by phone or letter and establish meeting place, time, and date.

1. Localize meetings (local high school) whenever possible to overcome transportation problems.

III. Two or more counselors and staff persons may wish to combine their efforts for a meeting.

1. Personnel people from business and industry may also be involved.

IV. Utilize Overhead Projector to structure meeting.

1. Overlays of procedures to follow in seeking employment are available from the central office.
2. State Bureaus of Employment Services have pass-out materials available for distribution as do other organizations.
3. Provide notebook paper for youth to utilize for notes.

V. Stress the following points.

1. We can help them find employment, but, it must be a joint effort.
2. Appearance is important, hairstyle, clothing, smoking, and attitude are all factors which employers consider.
3. Tenacity - Keep going back, show an interest, be aggressive in seeking employment.
4. Contact all of your friends who are working. Some may be quitting to go to college, the service, getting married, leaving the state, etc.

5. Any job is better than none. Skills acquired at one job may help you get another.

6. Do your best on any job. A poor school record may be overcome by a good work record.

7. Be prompt - on time. It is better to be early than late.

8. Sell yourself - you have skills, which make you better than someone else, stress them; hobbies, interests, abilities, personality.

9. Smile - no one likes a grouch.

10. A part-time job is better than no job. A little money better than none.

VI. Job Development.

1. Look around at your local businesses. Is there anything that you see that needs to be done? Painting, maintenance, improvements. Sell the need for these services to the businessman.

2. Three or four young people can form their own business. A series of repetitive part-time jobs can work into a full-time one.

(a) Window washing service

(b) Bonded baby sitting

(c) care of elderly

(d) janitorial services

(e) Outside maintenance for five or six business's on weekly basis

(f) Painting services

3. Encourage young people to look around and develop jobs for themselves.

VII. Explain function of Employment Agencies and the State Bureau of Employment Services.

1. Employment Agencies

(a) function

(b) cost

(c) services

2. OBES

(a) function

(b) cost

(c) services

VIII. Other agencies and groups (if applicable)

1. Community Action Council

2. Urban League

3. Model Cities

IX. Newspaper ads.

1. Where to look

2. Sales jobs - good or bad

3. How to screen jobs

X. Training schools.

1 Data processing-secretarial-airline-electronics

2. Better Business Bureau - its function

3. Give overview of private schools

(a) use manuals on accredited institutions if they are interested.

XI. Dictionary of Occupational Titles.

1. Indicate variety of career opportunities.

2. Youth might have to travel to find employment.

3. Jobs available in government service

(a) Civil service

(b) military

GATHER ADDITIONAL DATA ON EACH YOUTH WHO ATTENDS MEETINGS.

SEEKING A JOB

I. Who do you know who is working.

Name Where working

_____

_____

_____

II. Are these jobs I would be interested in? yes ___ no ____

What kind of work would I like? _____

_____

What pay would I expect per week? _____

III. Do I have to go into the service soon? yes ____ no____ when _____

WHEN SEEKING A JOB ALWAYS HAVE THE FOLLOWING INFORMATION WRITTEN DOWN.

IV. Social Security Number _____

V. Three references - (List full name, address, telephone number)

example: Priests, Pastors, Teacher, Counselor, businessmen

VI. Where I worked before (full-time or part-time) name, address, telephone

VII. Resume - were you active in sports, clubs, groups?

Did you receive any honors in school, elsewhere?

What was your grade point average? class rank?

Why were you absent?

What was your attendance like? How many days absent per year?

VIII. What qualifications do you have for the job?

Why can you do the job?

IX. Have you checked the telephone book?

Call business by phone and ask them if they need help. Develop a short speech on yourself before calling. Practice it.

Example: My name is _____. I graduated from _____ High School. While in school I majored in _____ or was in _____ (club - sports - etc.) _____. I would like to work for your company because I (like your kind of work or am interested in learning the job etc.)

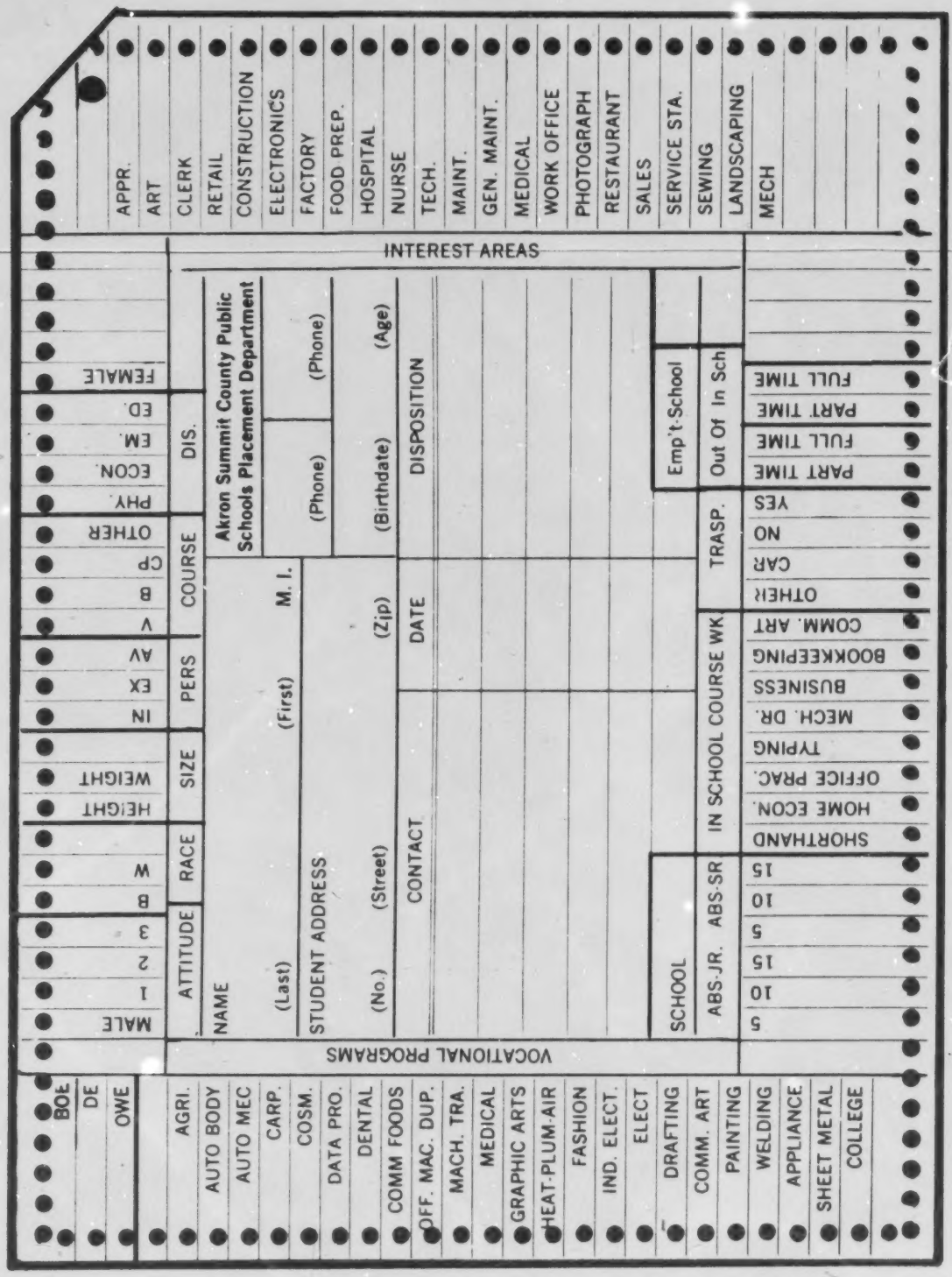
When phoning, your first contact may be with a secretary; ask for someone in personnel. If the business is small ask for the owner or the person in charge of hiring.

If asked to call back, call back; be aggressive. If they feel you really want to work, they may give you a chance.

You make the difference. Your tone of voice. Your enthusiasm. Don't be discouraged if it takes time to find a job. Your persistance will pay off.

X. Keep in touch with the Placement Specialist for your school district.

MCBEE CARD



This card or a similar card could be used to initially obtain information on graduating seniors. Cards should be periodically up-dated.

AGENCY AND ORGANIZATION CONTACT SHEET
AKRON-SUMMIT COUNTY JOB PLACEMENT DEPT.
379-5240
Mr. Wasil, Director

Listed below are contact people and agencies which we most commonly utilize. Youth in school or out of school may be referred to these agencies by us. Contact the agencies if you are in doubt as to their requirements or operating procedures. When referring a youth to an agency, make sure the youth has a referral card from us whenever possible. If the youth doe not have the card, you will have to call the agency prior to the youths arrival.

You are required to Follow-up every referral you make to an agency.

The agencies are listed below in the order in which they are found on the Left School Card.

G.E.D. (General Educational Development Tests) Call Akron Board of Educ. for information. Ask for ext. 238-Mr. Carl Dimengo. Youth must be 19 to be eligible. Youth must pay costs. Youth must fill out forms.

Pre-GED Courses available through Extended Services Department-Akron Bd. of Educ. Call Mr. Maggio - 434-1661 Ext. 215 or 247

Night School North High School - Mr. John Yovich, Principal - 253-6210
Barberton also has a night school program - 753-6691

Re-Enter School - Akron Board of Education - Mr. Alex Aurillio - 434-1661 Ext. 226. For information for county schools, contact must be made with local school.

OBES - Akron - Mr. Kenneth Baker-Contact regarding GATB testing - 434-2141

Job Corp - Call OBES and ask for Job Corp Department - Mrs. Rosa Fitz - 434-2141

Family Services - 762-7601 Ext 64. Ask for specific Service desired or explain what you want and they will refer you to agency.

BVR - Bureau of Vocational Rehabilitation - 253-2167 - Mr. Herbert Reis

MDTA - Mr. Ken Herbert - 253-5142 - Youth must be referred by OBES. Have student register at OBES.

Urban League - Mr. Roger White-434-2546 LEAP Program - Apprenticeship-Minority.

Stride - Mr. Bud Goldberg - 375-2460 (Out of School N.Y.C.)

CAC - Community Action Council - Mr. Don Ellis - 375-2909

Model Cities - Training Labs and Inst. 253-8155 Main Office - 762-0738 EDC.-376-1481

Junior Achievement - 535-2177 -- 68 W. Exchange Street

Work Permits - Akron Board of Education 434-1661 - Ext. 226---County - 379-5740

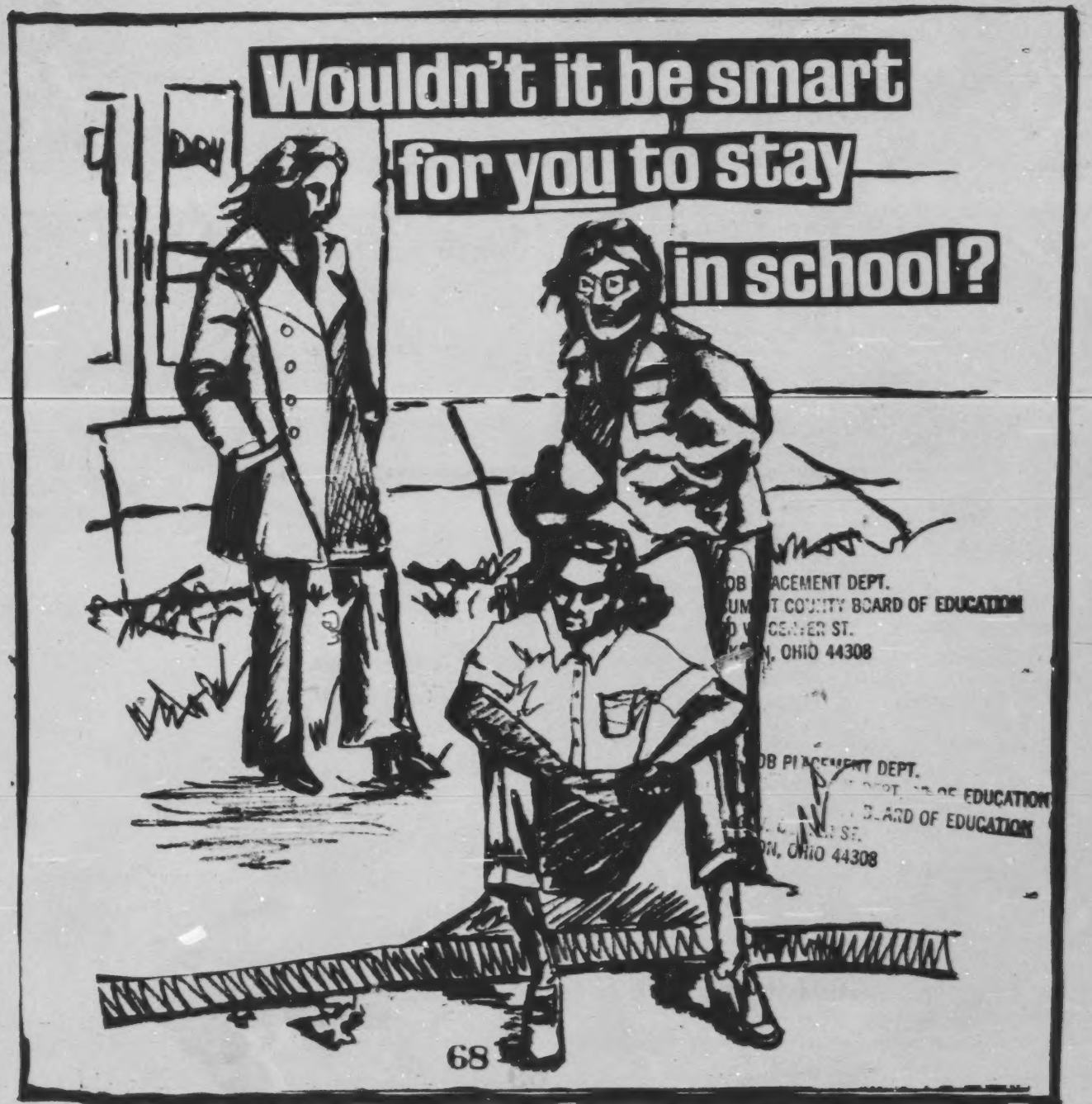
PRE-EMPLOYMENT-JOB HUNTING UNIT MATERIALS

A series of units have been developed to cover the most basic approaches to employment. This packet contains copies of unit materials which have been developed.

Each publication can be expanded into a full unit as is illustrated in this publication or used on a one time basis.

It is my intent, that administrators, counselors, and teachers will utilize the guidelines developed in this publication to develop a program in their own respective school districts. These materials may serve as a guide to the development of units within such a program.

RAYMOND A. WASIL
DIRECTOR — Job Placement Dept.
482 GRANT ST.
AKRON, OHIO 44311


Wouldn't it be smart
for you to stay
in school?
ACEMENT DEPT.
T COUNTY BOARD OF EDUCATION
CENTER ST.
, OHIO 44308
DB PLACEMENT DEPT.
BOARD OF EDUCATION
ST.
N, OHIO 44308

YOUR OUT! NOW WHAT?

YEAH I KNOW WHY YOU DROPPED OUT. JUST PICK OUT YOUR NUMBER BELOW.

1. *I wasn't learning anything*
2. *The teacher had it in for me*
3. *I figured I was so far behind I couldn't make it*
4. *I wanted some folding money*
5. *I couldn't stand to be in school all day*

SOUND FAMILIAR - SURE - THESE ARE THE COMMON REASONS FOR DROPPING OUT OF SCHOOL.

I THOUGHT THIS; I THOUGHT THAT OK!

YOU HAVE A RIGHT TO DO WHAT YOU WANT, BUT REMEMBER THE OTHERS YOUR PARENTS, TEACHERS, AND FRIENDS WHO HAVE INVESTED IN YOU

YOU PROBABLY DECIDED "I WANT TO QUIT" BUT WHAT HAPPENS TO YOU EFFECTS THEM TO.

L O O K A R O U N D!!

ADD IT UP BEFORE YOU FIND IT'S TOO LATE

THE MAN SAID I SOUNDED LIKE A NICE KID BUT WHY WASN'T I IN SCHOOL.

HE COOLED OFF REAL FAST WHEN I TOLD HIM I COULDN'T CUT THE SCHOOL JAZZ.

HE SAID MAYBE I COULDN'T CUT IT AT WORK EITHER.

HE SAID HE WOULD CALL ME IF HE NEEDED HELP.

MAN, WHEN YOU GOT NO SKILLS OR EDUCATION, YOU DON'T HAVE TOO MUCH TO OFFER.

SURE, I CAN FIND A JOB BUT AFTER THE MAN TAKES OUT FOR SAM THERE ISN'T MUCH FOLDING MONEY LEFT. SWEEPING FLOORS, BABYSITTING, AND DOING PART-TIME GARAGE WORK DOESN'T ADD UP TO MUCH OF A FUTURE OR EVEN A GOOD HERE & NOW. IF YOU DON'T HAVE THE DIPLOMA, THEY FIGURE YOU'RE NOT SMART ENOUGH TO MOVE AHEAD.

SCRATCHING FOR PART-TIME WORK. NO FOLDING MONEY!! THE OTHER GUYS AND GALS IN SCHOOL ARE HAVING A BALL WITH FOOTBALL GAMES AND ALL.

THE JOBS I GET ARE A DRAG. THAT MAN GIVES ME NOTHING BUT GRIEF. I WONDER, COULD I HAVE GOTTEN A BETTER JOB IF I STAYED IN SCHOOL?

WHAT AM I GOING TO DO FOR SCRATCH NEXT WEEK.

WHAT NOW

THE GOOD JOBS ARE TAKEN BY THE KIDS THAT HAVE THE PAPER FROM HIGH SCHOOL. IT'S TOUGH TO MAKE IT WHEN THE MAN SAYS, "DO YOU HAVE THE PAPER", BEFORE HE WILL HIRE YOU TO WORK ANYWHERE.

THEY FIGURE, "IF YOU COULDN'T CUT IT IN SCHOOL, THERE MUST BE SOMETHING WRONG WITH YOU".

YEAH - THE WOMAN THAT INTERVIEWED ME SAID SHE HAD BETTER LUCK WITH KIDS STILL IN SCHOOL WORKING PART-TIME. A FEW DAYS LATER I SAW ONE OF THE GIRLS FROM SCHOOL WORKING THERE. THE WOMAN HAD CALLED THE SCHOOL TO GET SOMEONE FOR PART-TIME WORK.

THEY TOLD ME I DIDN'T HAVE ANY SKILLS OR KNOW ANYTHING. "SURE WE CAN TEACH YOU!", THE MAN SAID "BUT WE PREFER SOMEONE WHO'SE COMPLETED SCHOOL" . WHY MAN? I'M HERE, I'M WILLING TO LEARN, GUESS I GOT A LITTLE UP-TIGHT. THE MAN SAID HE DIDN'T WANT TO TALK NO MORE.

WHAT NOW!

G.E.D. - THE G.E.D. IS THE HIGH SCHOOL EQUIVALENCY TEST. THIS TEST IS AVAILABLE TO 18 YEAR OLDS WHO HAVE NOT COMPLETED HIGH SCHOOL. PASSING THIS TEST DOESN'T MEAN YOU ARE A HIGH SCHOOL GRADUATE, IT MEARLY MEANS THAT YOU HAVE THE EQUIVALENT OF A HIGH SCHOOL EDUCATION. THE FIVE AREAS COVERED ARE: ENGLISH COMPOSITION, SOCIAL STUDIES, NATURAL SCIENCES, LITERATURE, AND MATEHMATICS. IT IS NOT ACCEPTED BY ALL BUSINESSES.

NIGHT SCHOOL - YOU PAY THE FREIGHT. NIGHT SCHOOL IS ONE WAY OF COMPLETING YOUR HIGH SCHOOL WORK BUT YOU MUST PAY, INSTEAD OF THE FREE EDUCATION THAT YOU GET AT SCHOOL.

JOB TRAINING - SOME BUSINESSES AND INDUSTRIES WILL PAY YOU WHILE YOU ARE LEARNING. THESE ARE FEW AND FAR BETWEEN. THE OBES WILL HELP YOU FIND TRAINING. Ohio Bureau of Employment Services

MILITARY SERVICE - G.E.D. IS THE MINIMUM REQUIREMENT. DROPOUTS ARE NORMALLY NOT CONSIDERED.

FULL-TIME SCHOOL - YOU'RE BACK TO THE SAME THING. WHAT DOES THAT LEAVE YOU?

THE CHOICE IS UP TO YOU

THESE YOUNG PEOPLE WILL SPEND MANY YEARS WONDERING ABOUT THEIR FUTURE. IF THEY HAD SPENT JUST A LITTLE MORE TIME IN SCHOOL THEY WOULD HAVE HAD A BETTER CHANCE TO MAKE IT.

EDUCATION MAKES IT

STAY WITH IT AND BE A WINNER NOT A LOSER

© RAY WASIL 19

'75

HIRE

HOLD

REJECTED

FILE

BAD RISK

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS
JOB PLACEMENT DEPARTMENT
482 Grant Street
Akron, Ohio 44311
379-5241
Mr. Raymond A. Wasil, Director

© RAY WASIL 1973

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION Date Social Security No.

Name Age Sex

Address City State

Phone No. Date of Birth

Height Weight Hair Eyes

Married Single Divorced Widowed

Children Dependents Citizen (U.S.)

Relative to someone in our employ

EMPLOYMENT DESIRED

Position Starting Date Salary

Presently Employed If so where

Ever applied here before When

EDUCATION	Name & Location of School	Graduate	Major
Grammar Sch.			
High School			
College			
Business or Trade School			

Subjects of Special Study

Foreign Languages you speak fluently

Read

Write

Military Service Rank

Date of Discharge

Presently in National Guard

Reserves

FORMER EMPLOYERS

Date Month & Date	Name & Address of Employer	Salary	Position
From			
To			
From			
To			
From			
To			

APPLICATION

92

HEY MAN - Where do I get a Social Security Number?

CHECK THE TELEPHONE BOOK for the address of the local Social Security Office in your area. Remember it may take 30 days to get one.

What about these WORKING PAPERS? Well if you are under 18 you need one. Check your school counselor for information.

EDUCATION - Hey DUDE I dropped out. OK - List the highest grade you were in. If you have taken the GED (WHAT'S THAT) write it down. Use this space to tell the man about any training you may have had. Running equipment, typing etc.

I AIN'T HELD NO JOBS. OK - What kind of work have you done?

PHYSICAL RECORD:

PREVIOUS EMPLOYMENT

Social Security Card

EMPLOYMENT DESIRED

EDUCATION

PERSONAL INFORMATION

APPLICATION FOR EMPLOYMENT

DATE
NAME
SOCIAL SECURITY NO.
STREET
WORKING PAPERS
CITY AND STATE
TELEPHONE NO.
DATE OF BIRTH
MARITAL STATUS
PERSON TO BE NOTIFIED IN CASE OF AN EMERGENCY
TELEPHONE NO.
EDUCATION
HIGH SCHOOL
COLLEGE
OTHER
LAST EMPLOYMENT
EMPLOYER AND ADDRESS
TO
DATES
FROM
NAME OF SUPERVISOR
DUTIES
EMPLOYER AND ADDRESS
TO
DATES
FROM
NAME OF SUPERVISOR
ADDRESS
DUTIES
REFERENCES
NAME
INTERVIEWED BY
POSITION
REFERRED BY

References:

ZIP CODE

Average Grade

Teens Compete

HEY! Let's take a look at this APPLICATION FORM

All they want is information I should have.

Doesn't look too rough once you read it through.

LET'S START FROM SCRATCH?

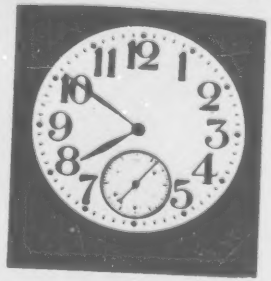
APPLICATIONS ARE MADE UP OF 4-5 BASIC PARTS:

1. PERSONNAL INFORMATION - *name, address, date of birth, sex, etc.*
2. DATA RELATED TO YOU - *social security number, working papers*
3. SCHOOLING OR TRAINING INFORMATION
4. PAST EMPLOYMENT RECORD
5. REFERENCES

HOW DO YOU MEASURE UP SO FAR?

STEP ONE *is simple:*

Get to the place where you fill out the application early not late.



STEP TWO:

What should I use to fill out the APPLICATION FORM

Read the form, if it says use ink, use it. That means bring a pen and pencil. PRINT OR SCRIPT - if the form doesn't say which, PRINT unless you have a very nice script hand.

STEP THREE:

Fill out each blank completely. YEP! Zip code, exact date of birth, exact addresses of places where you worked, and names of supervisors.

WHAT! You didn't bring that information with you. Well forget it, a half-filled out application form will do you more harm than good.

When the employer looks at your application form he is sizing you up. That application form is a picture of YOU.

HEY MAN!! LOOK HERE

Is this YOU? Hope not, this person isn't PREPARED to fill out a job A P P L I C A T I O N F O R M. Are you?

Look at the form she was given. DO YOU HAVE ALL THE FACTS NEEDED?

What do you want all that stuff for? Man, they want it, that's all. You're in their ballgame, if you want the job you better learn the rules.

The gal on the right didn't. Get with it and don't get thrown out of the game before you even get a chance to play.

Did you work for a friend or relative, in a grocery store as a clerk , in a gas station, or as a volunteer worker?

In your 16-18 years, you should know someone you worked for who will say a good word for you.

SURE YOU DO THINK

HEY MAN - *Some places don't have an APPLICATION FORM you fill out for a job. RIGHT, but you will be asked the same information that is on the APPLICATION so be sure that you KNOW IT.*

BEFORE *you fill out the APPLICATION FORM have an idea of the kind of job you would like with the company. Check the company out and see where you can fit in.*

BEING PREPARED MAKES IT

WANT AD Hunting jobs

INGSTAR C-11
ton, D. C.
day, Oct. 20, 1971

.10—HOME IMPROVEMENTS (CONTINUED)

CARPENTRY – Cabinet work and rec. rooms. Call 736-5367.

DRIVEWAY–Asphalt or concrete, esab. reliable contractor. Sidewalks, patios & retaining wall. Terms available. 434-6637.

GENERAL CONSTRUCTION – All types, remodeling & additions, rec. rms. 868-2619.

GUTTERS – Seamless white baked-on enamel. alum., all work guar. 89c per ft. Md. & Va. 765-8619.

H & J DECORATING SERVICE – Painting, electric and exterminating. All work guaranteed. Call Mr. Evans, 547-5452 or Mr. Houston 396-3930.

PAINTING, SPRAYING – Interior, exter., roofs, gutters, carp. work. Call anytime. 839-4440.

PAINTING & REPAIRS – 15 yrs. exper., free est. Call any hr. 265-3049.

PAINTING & PAPER HANGING – Free estimates. Call 270-3061.

PANELING and remodeling, attics, liv. rm., bedrm., bsmts. Reas. rates. 362-6970.

PAPER HANGING & PAINTING–Best of materials. Reas. 291-5141.

PAPERING & PAINTING. Paper removed, plastering. 362-1662.

PLASTERING–Patch work and ceilings a specialty. Call 338-1770.

ROOF REPAIRS – Guttering, all work guar. Mr. Hayden, 336-1710.

STONE, brick & concrete, build, repair or place. Call West 265-5554.

.20—MOVING, PACKING, STORAGE

BAXLEY MOVING & STORAGE – Large painted vans. Van and 3 men, 2 hours. Call today, move today. 559-8122.

CENTRAL VAN LINES, moving & storage, low rates, instant move, 276-2446.

CITY VAN LINES MOVING & STORAGE CO. – $15.50 per hr. 2 men, $8.50 hr. 3 men. 24 hrs. 546-7400.

.55—HORSES

HORSE SHOW at Bullfinewood Stables, October 23, 6:00 p.m., 14 classes, 4 championships. Info. call 593-9480 or 593-5513.

250-270 LIVESTOCK—FEED

.60—FEED, SUPPLIES

HAY FOR FILTRATION and highway use. Can deliver to job site. Not less than 400 bales. 703–754-7202 or 703–754-4688.

297 SCHOOLS, TRAINING

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS

JOB PLACEMENT DEPARTMENT
482 Grant Street
Akron, Ohio 44311

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.05—HELP WANTED (CONTINUED)

ADMIN.; SECYS ; TYPISTS.
ANNETTE D. TATELMAN
209 Woodward Bldg. RE 7-4414

ADMIN. ASST. $9000. This is a fast moving job assisting VP of an international org. involved in foreign affairs & political activities on the hill. Stimulating and varied. This is a career pos. for someone w-ofc. skills. Fee Paid. Call PAT GILBERT, 393-7977, or stop in 1001 Conn. at K st.

"PAT GILBERT"

ASSISTANT
PROJECT
SUPERINTENDENT

Needed to perform all-around servicing for large Virginia building company. Permanent job includes hospitalization and paid vacation, promotional superintendent position, mostly inside work, work hours 7:30 to 4:30, provide own tools and transportation. $3.75 an hour plus. Report in person to general superintendent. Directions: Take Exit 1 (US Rt. 1) from Capital Beltway and (495) South on Rt. 1, approx. 5 miles to Buckman road, right on Buckman road to Pinewood Lake entrance.

ATTENTION PARENTS

World Book is now hiring for full or part time sales work. As a representative you can earn your set of world books, childcraft, dictionary, Atlas and Cyclo-Teacher plus generous commissions. No investment. No experience necessary. Call 949-4655. (wkdays. 9 to 5).

AUTO PARTS Assistant Manager for large Datsun B.M.W. Dealership needed at once. Must be thoroughly experienced in all phases of parts. The man I'm looking for must be aggressive and ready to go to work. Apply to Mr. Conlon, Mt. Vernon Datsun, 8670 Richmond Hwy., Alex., Va.

AUTO MECHANICS

One of the area's oldest and largest Ford Dealers needs exp. line mechanics, and a used car mechanic. 5-day week, unusual co. benefits. Top compensation. Call Mr. M. L. Lineberger for appt.

STEUART FORD
6th & N.Y. Ave. N.W., 628-3000

AUTO
OFFICE WORKER–Mature person to train for important position in Modern Suburban GM dealership. Assignment will require close cooperation with Service Manager, willingness to follow instructions, and ability to exercise good judgement. Job will provide pleasant working cond., adequate salary, fringe benefits, and opportunity to become part of a growing Co. Salary open. For application and interview please contact Mr. McIsaac, 762-1500.
CONGRESSIONAL OLDSMOBILE
1050 Rockville Pike, Rockville, Md.

AUTOMOTIVE BOOKKEEPER
NORTHERN VIRGINIA
Associate degree in accounting desired. Prefer automotive experience. However, will train right person. Could lead to office management.

.05—HELP WANTED

CARPENTERS–TRIM

Permanent work with large builder developer. Paid vacation and other benefits. Apply at location to Carpenter Foreman. Take Exit 1 off Capital Beltway (495) south on U.S. Rte. 1 approx. 5 mi. to Buckman Rd., right on Buckman Rd. to Pinewood Lake entrance and office.

CARPENTERS–Experienced school job, Woodbridge, Va. Call 273-0594.

CARPENTERS

NEEDED FOR COMMERCIAL CONSTRUCTION IN WASHINGTON AREA. CALL 948-4000, EXT. 207, BETWEEN 9 AND 5.

KETTLER BROS.
EOE

CARPENTERS–Experienced in lay out only need apply. Lay out work for mechanical sleeves & inserts in the Arl. area. Open shop. EOE. Call 832-5100.

CARPENTERS – Steady year round work, as aluminum siding mechanics, with Rissco Inc. where you can make $200 to $400. a wk. even through the winter months. See Mr. Merritt at 8457 Richmond Highway, Alex., Va. Phone 780-3000.

CARPENTERS – For housing projects, all phases needed for winter production. Piece work or hourly Employe benefits and good pay. United States Steel Corp., Sterling Park Development Division, call Miss Kelly 703–471-5810.

CARPENTERS–For home improvement work. Hourly or sub-contract. Phone 559-3000.

CAR WASH MANAGERS

Immediate openings for 5 aggressive individuals to join fast-growing car wash company, in Washington, D.C. area. Apply DISCOUNT CAR WASH., 9457 Lanham Severn rd., Seabrook, Md. 249-5700.

CARPET CLEANERS – In home cleaning, must have exp. and car. 894-1135.

CASHIER-CHECKER for supermarket, perm. pos. 40 hr. wk. excel. working cond. EM 3-6546.

CHEF-COOKS and kitchen help wanted for new restaurant in Warrenton, Va. Call Mr. Wright, 703–347-7034, 12 noon til 4 p.m.

CIVIL ENGINEER – Graduate, young, w-exper. in bldg. construction, send resume only to THOMAS W. YODER CO. INC., 5515 Randolph Rd., Rockville, Md. 20852. EOE.

CLEAN UP MEN–Large construction compahy in Northern Va. area seeking men interested in working developing line clean up. Driver's license helpful. No exper. needed. Year around. Company benefits. etc. Call bet. 9 and 5. 968-7123.

CLERK – Part time, over 21, retail sales exper. preferred. BRADLEY DRUGS. 6900 Arlington rd., Bethesda, Md. 654-4609.

CLERK TYPISTS

Clerical positions available with large company convenient to both Md. and Va. We offer pleasant surroundings and excellent employee benefits. Applicants must be high school gradu-

.05—HELP WANTED

COOKS – Experienced all around seafood and steaks. Nights 7 p.m. to 3 a.m. Salary open. Also kitchen utility man. Apply in person after 11 a.m. BILLY SIMPSON'S RESTAURANT 3015 Georgia ave. N.W.

CONSTRUCTION PROJECT SUPERINTENDENT–Prior experience production houses. Control all phases through completion. Maintain schedule, quality standards and budgets. All replies held in confidence. Excellent benefits. Call Harry Lake, Carl M. Freeman Assoc., Inc. 299-7431 or 299-3486.

CONSTRUCTION
FIELD CLERK
Administrative and record keeping, exper. required. Permanent pos. Co. benefits. Call 938-228 between 10 and noon.

COUNTER GIRL, experi Apply in person. CONGI CARRYOUT, 212 2nd St.,

COUNTER GIRL – 5 days a week, 4 p.m. til 12. Call EX 6-4944.

COURIER for inter-office and operate off-set printer. Full time opportunity. Call WOODLAWN NATIONAL BANK. Mr. Daniels, 780-3500.

CUSTODIAN – (General Handyman) 40 to 48 hrs. per week. Modern nursing home in Northern Virginia. Call 273-7705.

CUSTOMER RELATION CLERKS
No Typing Necessary

Good telephone manner, must be able to think rapidly under pressure. Experience not required.

Eastern Employment
2400 Wilson Blvd. 522-7900
Mosby Bldg., Fairfax City 591-3253

DENTAL ASST. Exp., for Oral Surgery Office Silver Spring. 587-7626.

DESK CLERK – Switchboard Oper. Experience preferred, draft exempt. Mon. thru. Sat. 8 to 4 p.m. Many fringe benefits. For appointment call 333-6150.

D.C. & MONTG. CO. – Consultants needed to demonstrate & sell Luzier Cosmetics & Wigs from your home, lge. demand, we train. 948-2127 or 526-5125.

DENTAL ASST., exper. desirable but not req., sal. open, type. 244-2298.

DIRECTOR URBAN RENEWAL – Experienced Director or Deputy Director of completed program or closely associated with a completed program. Must be aggressive & feel that experience is sufficient to direct programs for a maximum redevelopment and completion. $15,000 to $20,000. Send resumes and references to Mayor and Town Council, Glenarden Town Hall, 8600 Glenarden Parkway, Glenarden, Md. 20801. 301 – 773-6830.

DISPATCHER
NORTHERN VIRGINIA
Could lead to office management.

Eastern Employment
2400 Wilson Blvd. 522-7900
Mosby Bldg., Fairfax City 591-3253

DOCTOR'S RECEP. 45 wpm. typing and the ability to be tactful when dealing w-people is all that's needed. $125. An attractive person who learns quickly and likes working around children is needed, no exper. nec. and you can start immed. Call 393-7977, or stop in 1001 Conn. at K st.

"PAT GILBERT"

DOCTOR'S asst., ophthalmologist, Rockville-Gaithersburg area. Exper. preferred, not nec., will train, some typing ability. 881-5888.

DRIVER for trash truck. 8 hrs. day, 5 or 6 days wk. Good pay. Call 393-4294 from 7 a.m. to 8 p.m.

DRUG CLERK. MATURE. Exp., no nights or Sun. Blvd. Drug Center, 8301 Arl. blvd., Fairfax, Va. 560-8166.

.05—HELP WANTED

GARDE maint... year ... 36. EO

GEN. (St

Tellis

GEN on your own in this small, congenial office. Secy. skills necessary. $7,800. POTOMAC EMPL., 1629 K St., N.W., Wash., 296-7270. 2440 Wilson Blvd., Arl., Va., 525-2000. Arlington Open to 8 p.m. No Contract to Sign–No Fee to You.

GENERAL OFFICE. fee paid, $5,200. Alex. Intelligent? Versed in real estate terminology? This position offers person for varied duties. Exper. No contract, never a fee to you. POTOMAC EMPL., 9653 Lee hwy., Fairfax Cir., 591-4040, 6201 Leesburg pike, 532-7272.

GIRL FRIDAY – Varied office duties, Bethesda Sheet Metal Co., 656-4300.

GO-GO DANCERS, $30 night, Cap'n Guys, 1212 N.Y. ave. n.w., aft. 6 p.m. DI 7-8020.

HAIRDRESSERS–Opening for 1, Springfield, Va. Call Mr. Lance, 321-8702. After 8 p.m. call 354-9186.

HANDYMAN-LABOR – ...ber, salary open. Call 568-5777.

HELPERS. Men wi... to learn heating and air conditioning trade. No experience necessary. Year round work. Company benefits. Call ASSOCIATED CRAFTSMEN, Vienna, Va. 938-0600.

HOMEMAKERS
Can Earn $2.25 Hr.
Catalog Dept. of Large
Discount Co. Needs
Women to work from Home
No Experience Needed. Comm.
737-4650 (Downtown D.C.)

EQUAL OPPORTUNITY EMPLOYER

JOB SUPERINTENDENT–Large Washington area builder-developer has immediate openings for several qualified individuals with extensive experience in multi-story office, apartments, motel-hotel building construction. Must know all phases. Send brief resume to Box 7286, Rosslyn Station, Arlington, Va. 22209.

JOB OPPORTUNITIES
VULCAN MATERIALS CO.
Is seeking men for the following jobs at Occoquan stone quarry for:
mechanics
welders

.05—HELP WANTED

Call 6th & N.Y. Ave.
Easy Simple Work from Home
Pkgd. Panty Hose 66c pr.
First Quality. No exper., req. Comm.
737-4650 (Downtown D.C.)

LADY, SINGLE w-car, assistant to land developer. 370-2998 to 6 p.m.

LAWN WORKERS NEEDED – start at $120 a wk., call 270-2812.

LEASING SPECIALIST – Salary, liberal bonus and opportunity for equity participation for leasing commercial office space in new property Montgomery Co. Call Mr. Bridges, Hartman Briddell, Watkins Property, Inc. 421-9331.

LIFE INSURANCE – 6 months training period for 1 new member. Excellent opp... lege bus... appointm...

LINOLEU... helpers–pitalizat... days. FLOORI...

MAID for general cleaning in nursing home in Kensington. 949-0222.

MAINTENANCE MAN – Outside work, full time, benefits. 946-3200.

MAINTENANCE MAN–Top caliber maintenance man familiar with welding and all types of mechanical work to work on car wash equipment. Apply DISCOUNT CAR WASH, 9457 Lanham Severn rd., Seabrook, Md. 459-5000.

MAINTENANCE MAN

Immediate opening, exper. required with boilers and A.C. Units 5 day work wk. fringe benefits. Wheaton. 946-3200.

...MAN – For large ...apartments in Silver Oak area. Must be ...shers, dryers, dish... dual heat and a-c. ..., Dreyfuss Brothers.

...NCE PORTER– ...ject, Arlington, Va. ...artment. Apply 1030 Rm. 1000, or call

...MAN – Immediate ...able man to work in ...rges Co. Memorial ...37½-hr. week. Cur... Liberal fringe bene... ...'s police clearance ...act Pers. Office, ... Co. Memorial ...delphi rd., Hyatts... 9300. Ext. 10.

... in glass & radiator ...EARVIEW GLASS & ..., Old 301, Waldorf,

... fire coal furnace. ...r. Only those willing ... a week need apply. Must have clear police record. Apply 9 to 3 week days, suite 1000, Southern Bldg., 15th & H st., n.w.

MAN For laundry assistance & other night work. Full time. Phone 474-5678, between 10 a.m. & 9 p.m.

MANAGERIAL TRAINEES
Many client companies have immed. openings for b.s. or college grads.

Eastern Employment
2400 Wilson Blvd., Arl 522-7900
Mosby Bldg., Fairfax City 591-3253

MGR. TRAINEE-ADMIN. $600 mo.
Train now. Nat'l. co.
Future $ 0,000 income. 839-5200
Tellis & Dean (Aggcy.) Oxon Hill

MANAGEMENT TRAINEE – Recent

NIC–For heating and air con... ...ng, must be exper. in repair ...installation, must know Northern Virginia area, salary open. Compan... benefits. 538-4100.

MECHANIC – Industrial engine re... pairs & recuilding. Shop & some on side work. Plenty of overtime. Will train qual. apprentice. 836-0763.

MECHANIC or first class helper, ex... perienced only. Must have own han... tools. Excellent salary and compan... benefits, paid vacation, hospitaliza... tion, retirement, etc. Apply Preston Trucking Co., 7600 Preston dr., Arc... more Industrial Center between ... and 6 p.m.

MECHANC – Large construction company in No. Va. area looking fo... full time mechanic, experience nec... essary for working on light construc... tion, equipment and trucks. Year round, company benefits, etc. Ca... between 9 and 5, 968-7123.

MEDICAL TRANSCRIBER – Immed. position. Choose own hours. Unlimited earnings on production. Must have exper. in all services. Ni... Tysons Corner, Medical Dictation T... P.O. 356-2464.

MEDICAL BOOKKEEPER – Wit... knowledge of medical insuranc... orms. Full time. Associated Physi... ians Clinical Labo... 743 Brac... ley blvd., Chevy ..., cal 656-4754.

MEDICAL OFF... ASS... T – Full time, no Saturday, ... ypin... skills, and experience ... ired Rockville Pike area. Ca... /6.

MEDICAL TECHNO... ... ASCP full-time for clinic ... in Marlow Heights, good sal... benefits 423-2812.

NEED 7 MEN, par... , stereo dis... play work, earn $ ... r. Call Mr Smith, 527-2230, 1-5 p...

NIGHT AUDITOR
Excel. working cond. 11 to 7 shift New Hotel, Holiday Inn, 8777 Ge... ave., Silver Spring, Md. 589-0800.

NURSE-R.N.–Experienced in Geria... trics, 7 to 3 shift available, 40 hou... week, paid holidays and vacation. Kensington Gardens Nursing Home call for appointment 933-0060.

NURSES AID for 7 a.m. to 3 p.m. duty in nursing home in Kensington. 949-0222.

MUFFLER INSTALLER – Mechani... cal experience. Salary + commis... sion. Perm. opportunity for reliable man. 589-1993.

OFFICE CLERK – Pulte Homes o... Maryland Corporation needs clerk for general office duties at its coun... tryside job. Call 384-8777.

OFFICE CLERK – Part time, 5-9 Switchboard, cashiering, typing. See Mrs. Lunder at Ida's Dept. Store 5601 Georgia ave. n.w., Wash., D.C.

OPERATIONS MANAGER Education... al publishing co. Experience in pro... duction control, purchasing and ship... ping required. Excel. co. benefits salary negotiable. Call (301) 881-4660

OPERATORS – Pans, graders, roll... ers. Montgomery County area. Cal... Mont., 652-4646.

OPTICAL – Experienced edger 5-day week, paid hospitalization. Ap... ply 929 H St., n.w.

PAINTERS–A-1, top pay, subs, etc. 946-5255.

PAINTERS WANTED. Falls Church Va. area. Call 5-7 p.m. 437-5185.

PAINTER

Year round full time work. Hrs. 8 a.m. to 5 p.m., 5 days. Must be reliable and exper. in all phases of preparation for painting and painting. Paper hanging helpful but not necessary. Commercial and residential property, new construction and

08

81

HELLO - HELLO - HELLO! click. . . .

Scared to call, sure most people are. Keep at it though, Practice, call a relative and ask them to play-act it with you, use a tape recorder if you have one.

Let's

BEING

Losers

Help

YOURSELF -

Use the

WANT ADS to find a JOB

HOW ABOUT IT?

YOU'RE CONFUSED UH-HUH!!

But be sure and read all the W A N T A D S. Some look pretty good, Keypunch $500.00, yep, that's per month - did it say experience needed? What about this one ? Woman, over 18, office work, $2.00 per hour.

WATCH IT! Some ads are leads to door to door selling or have been put in by employment agencies.

BUT THE JOBS ARE NOT ALL ALIKE! FOR INSTANCE...
IN SOME JOBS YOU MAY WORK AT NIGHT
IN SOME JOBS YOU WALK AND STAND A LOT
SOME JOBS NEED HEAVY LIFTING

DON'T expect high pay if you don't have the skills to match the pay.

Some are BLIND ADS, that means they have been put in by an employment agency but don't say so in the ad, and remember YOU have to pay when you get a job through an employment agency.

READY!!

You've located some jobs that you'd like to check out. GOOD

PHONE - - Yep, call and ask about the job.

What do you say? Well, practice, put yourself in the employes position and work it out.

EXAMPLE:

GOOD MORNING - I'm calling about the ad you placed in the paper for a stock clerk. Yes sir, I have worked as a stock clerk in a department store on summer vacations. I have also worked at a gas station.
Would it be possible for me to come in for an interview.

This boy was:

1. Courteous and polite
2. He pointed out the good points he had
3. He took the lead in asking for an interview

DON'T BELIEVE THIS SIGN

Sometimes PARKING is the best way to check out a job lead or leads.

Pick out all the jobs in the W A N T A D S you think you could fill. Circle them. Now, plan what you would say if a secretary answers the phone. What if you get the man who is going to hire you?

Plan an approach to each.

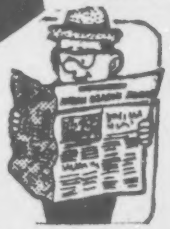
WRITE IT OUT if you are not sure.

Don't sound like your angry-bored-unsure over the phone.

Be clear, pleasant, and have the answers to questions you may be asked.

Prepare before you call. Spend as much time as possible calling.

How can I find out which occupation is right for me?



W A N T A D S are located in the back of the Newspaper.

A W A N T A D is just that; someone wants to pay you for YOUR services.

Are YOU interested in working?

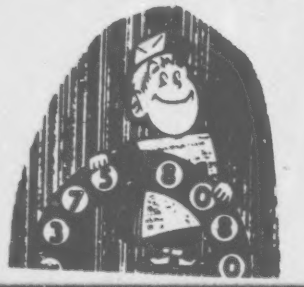
Here are some examples of typical jobs in the W A N T A D section.

STILL UNDECIDED!?

Well look in the W A N T A D S.

Read ALL of them,

then see what suits you best.



POINTS TO REMEMBER

1. Your Resume is a written picture of you.
2. Your Resume should be neat and complete.
3. Your Resume should be accurate.
4. Your Resume should be typed if possible.
5. Your Resume can be hand carried or mailed.
6. Your Resume should sell your services to an employer.

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS

JOB PLACEMENT DEPT.

80 West Center Street

Akron, Ohio

379-5240, 41, 42

Mr. Raymond A. Wasil, Director

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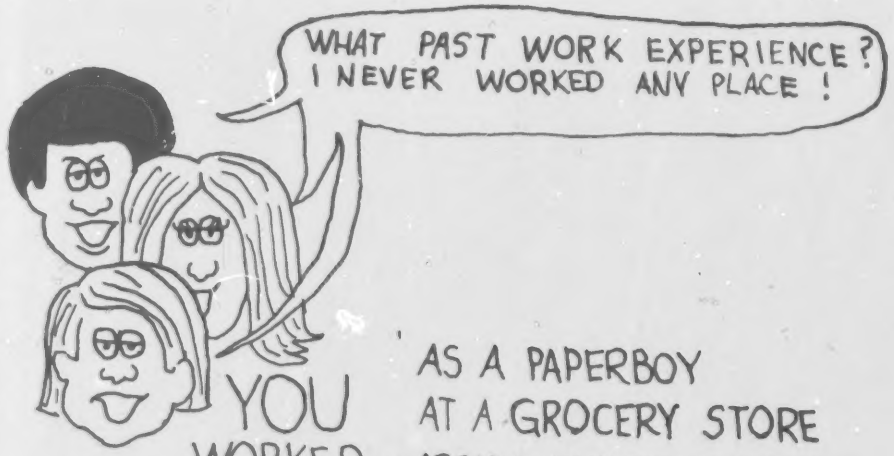
Art work done by Hower High School Students.

WHAT IS A RESUME

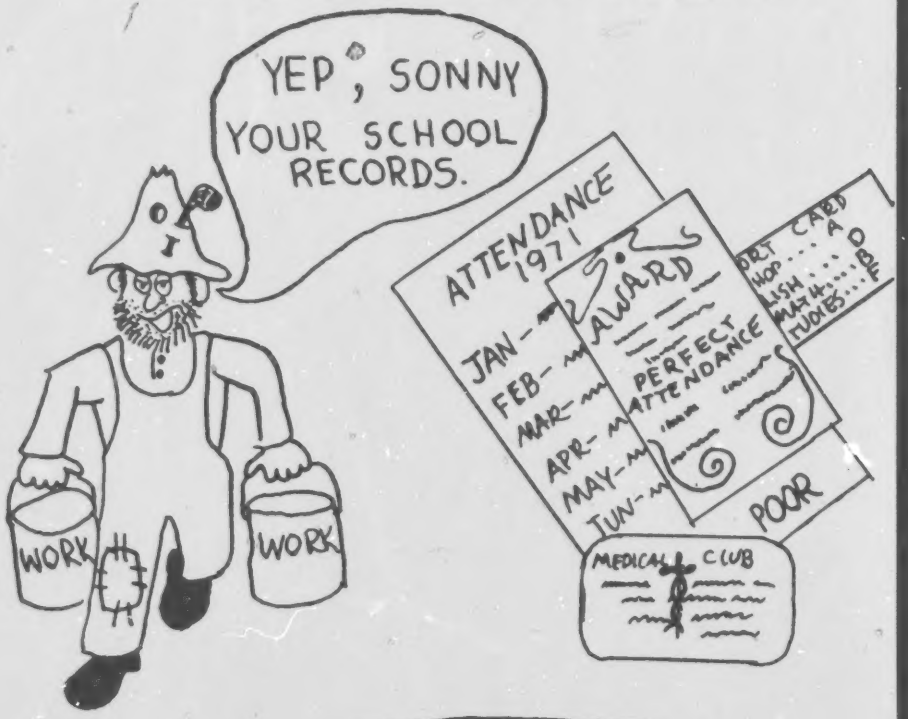


YOU WORKED; AS A PAPERBOY
AT A GROCERY STORE
AROUND THE NEIGHBORHOOD
WITH MY UNCLE
FOR THE COACH

YOU WORKED. AS A BABY SITTER
AS A STORE CLERK
IN THE SCHOOL OFFICE
VOLUNTEER PROGRAM
FOR NEIGHBORS,
TEACHERS, ECT.

YOU'RE RIGHT!
I DO HAVE A WORK
RECORD.

SCHOOL RECORDS



Y-O-U

YOUR: PAST WORK EXPERIENCE
YOUR: SCHOOL RECORDS
YOUR: PHYSICAL MAKE-UP
YOUR: INTERESTS & ABILITIES

INTEREST ABILITIES

I LIKE WORKING WITH PEOPLE, AND THEY SEEM TO LIKE ME TOO! I ALSO CAN OPERATE A HAM RADIO.
I AM GOOD IN MATH AND LIKE TO WORK WITH FIGURES
I LIKE TO FISH - SWIM - WORK ON CARS. OUTSIDE WORK IS WHAT I LIKE.

INTERESTED IN WORKING WITH PEOPLE. LIKE TO WORK BY MYSELF. LIKE TO WORK WITH FIGURES. CAN SEW - TAKE DICTATION & TYPE. LIKE TO WORK ON CARS. LIKE TO TRAVEL. AM INTERESTED IN ELECTRONICS. AM FOND OF WORKING WITH ANIMALS. HAVE DONE WELL IN SHOP-VOC. ED. - CHEMISTRY - ECT.

PHYSICAL MAKE-UP

WHY?

	GOOD	FAIR	POOR
① GENERAL HEALTH	■	□	□
② EYE SIGHT	■	□	□
③ HEARING	□	□	■

- ☐ CAN'T STAND FOR LONG PERIODS OF TIME
- ☐ CAN'T USE LEFT HAND
- ■ HAVE HIGH BLOOD PRESSURE
- ■ AM DIABETIC
- ☐ ALLERGIC TO ----------

HEIGHT 5ft 10in WEIGHT 15[illegible]

BECAUSE: SOMETIMES YOU HAVE TO TAKE A PHYSICAL. SOME JOBS MAY AFFECT YOUR CONDITION. SOME EMPLOYERS SPECIFY, HEIGHT & WEIGHT BECAUSE OF THE LIFTING INVOLVED

COPY OF RESUME

RESUME

SAMPLE)

Name _____ (First) (Last) (Middle Initial)

Address _____ (Number) (Street) (Zip Code)

Telephone No. _____ Social Security No. _____

Age _____ Sex _____ Date Born _____

Height _____ Weight _____ Marital Status _____

Health _____ Service _____ Drivers License _____

Education: (Your High School) _____
Graduated _____
Scholastic Average _____

MAJOR SUBJECTS	CREDITS	AVERAGE GRADE

Employment Record:

EMPLOYER	COMPANY	FROM	TO	DUTIES

Extracurricular Activities in School:

References:

DO'S

1. Be neat and clean.
2. Go alone—be prompt.
3. Take a fountain or ballpoint pen.
4. Take along a Personnel Data Sheet.
5. Greet interviewer by last name, correctly pronounced.
6. Remain standing until told to sit.
7. Look at interviewer as you talk.
8. Talk slowly and clearly.
9. Answer questions completely and truthfully.

DON'TS

1. Don't smoke or chew gum.
2. Don't fuss with your hair.
3. Don't bring friends.
4. Don't gaze around the room when talking.
5. Don't argue or interrupt the interviewer.
6. Don't make derrogatory remarks about former employers.
7. Don't make your first question "how much do I make?"
8. Never say, 'I need a job" or "I can or will do anything."

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS

JOB PLACEMENT DEPARTMENT
80 W. Center Street
379-5241

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Mr. Raymond A. Wasil, Director

THE INTER/VIEW AND YOU

"Here I am, I want a job."

Nothing turns an interviewer off faster than a person who is poorly prepared.
"These people come in here and waste my time, some come in here with no idea of what is expected, they either don't dress properly, aren't shaved, or look like they are going to a coming out party," was one comment by an interviewer. If your attitude is good, you are neat and clean. Those who come prepared have taken the first step by making a good impression.

HERE ARE SOME HINTS:

1. Find out the exact place and time for the interview. Be early, write down the time, place, and day.

2. Get the interviewers full name, make sure you pronounce it correctly.

3. If you are applying with a large company, find out what you can about the company before you go.

YOUR OWN GOOD TASTE IS YOUR BEST GUIDE

1. Hair neat
2. Be friendly
3. Clean shave
4. Neat clothes
5. Pen and paper
6. Be early
7. Shoes shined

1. Be courteous
2. Neat clothes
3. Be early
4. Hair neat
5. Smile
6. Pen and paper
7. Clean fingernails

GOING FOR AN INTERVIEW

NERVOUS?
Yeh! Most people are, it's normal. But you can lick it. Be prepared. Self-confidence is based on knowing in advance what is expected.

WHAT TO DO:

Stress your qualifications for the job and your interest in it.

Avoid mention of your personal problems. Discuss only matters related to the job.

Be businesslike and brief.

Give the information asked for. Let the employer take the lead in conversation.

Pick up clues given you by the employer's questions or statements and use them to convince him that you fit his requirements.

Have your papers arranged for easy reference.

It is usually better to ask for specific types of jobs rather than say, "I'll take anything."

Be flexible and willing, but indicate preferences.

Have a definite understanding as to what is to be required of you before you are hired. This will avoid disappointment for you and your employer.

Be realistic in discussing wages.

Keep up your courage if the employer doesn't take you.

You may not get the first job you seek.

STEP I

Take your own pen and pencil.

Write down all the information on yourself.

STEP II

1. If your hand is clammy, wipe it but don't be obvious about it.
2. Shake hands **only** if he offers his hand first.
3. Greet the interviewer by name if you are sure of the pronunciation.
4. Don't smoke unless you are invited to.
5. Be prepared to answer personal questions like— What does your father do for a living? Did you like school? What are your plans in life? Do you have any hobbies?
6. Show interest in what the employer says.
7. Don't try to stare him down but do try to keep eye contact.
8. Smile from time to time but only at the right times.
9. Keep your hands still.
10. If you have worked before, **never** say anything bad about a former employer.

MAJOR REASONS WHY PEOPLE ARE REJECTED FOR JOBS:

1. Poor personal appearance
2. Poor attitude
3. Expressed themselves poorly
4. Didn't know why they wanted the job
5. Over-emphasis on money
6. Unwilling to work, wanted to start at the top
7. Made excuses for poor work record
8. Lack of tact
9. Immature
10. Ill mannered.
11. Criticized past employers
12. Poor eye contact, limp handshake
13. Sloppy application blank
14. Lazy
15. Late to interview
16. Low moral standards
17. Unprepared to make decisions
18. No work record
19. Showed no interest in company
20. Shopping for best job

DON'T CLOCK WATCH

Most interviewers, will run about 10-20 minutes. Don't give the interviewer the impression that you are anxious to leave.

CHECK IT OUT

YES	NO		
—	—	1.	Do you really want to work?
—	—	2.	What kind of work do you want, hours, pay, etc.?
—	—	3.	Will working hurt your school record (remember, your school record stays with you for the rest of your life)?
—	—	4.	Have you contacted your school Placement Specialist, counselor, relatives, friends?
—	—	5.	Have you contacted all of the places you would like to work in your area?
—	—	6.	Have you checked the want ads of your newspaper, Yellowpages of your telephone book, etc.?
—	—	7.	Are you prepared to look for a part-time job - Social Security Number, references, transportation, salary, hours, etc.?

If you want to work part-time, it takes a lot of preparation, ARE YOU PREPARED?

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS
Job Placement Department
482 Grant Street
Akron, Ohio
Phone 379-5240

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Mr. Raymond A. Wasil, Director

FINDING A PART-TIME JOB

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YOU

SAY YOU!

Are you interested in PART-TIME work? good but remember your FULL-TIME job in school.

CAN YOU ANSWER THESE QUESTIONS:

1. What kind of job? (gas station, bakery, store, etc.)
2. What pay would you expect?
3. What skill do you have that fits you for the job which you are considering?
4. Why do you want (have) to work?
5. When would you be ready to start working?

N O W

GOT THEM ALL ANSWERED?

O K !

LETS SEE WHERE

WE START

You have to hustle if you want the folding stuff.

DON'T FORGET !

Your school comes first, If you can't handle a part-time job and school DROP THE JOB.

Your EDUCATION is the key that will make the difference later in life.

A high school diploma is no longer a maybe but a must anymore. UNDERSTAND?

SKILL PUTS YOU AHEAD

RIGHT - The more skill you have the more you are worth to an employer.

PART-TIME work can help you learn the skills.

The FIRST SKILL is FINDING THE PART-TIME JOB.

ACT NOW!

JUST REMEMBER; How well you succeed in finding the job and then getting the job all depends on YOU.

FROM

FRIENDS, RELATIVES, PARENTS

YEP - Ask around after you have decided on what kind of work you want. The more people you have helping you look for a job the better your chances are - makes sense doesn't it.

AFTER contacting them, canvass your neighborhood area.

TRANSPORTATION may be a problem, particularly if you are planning on working during school hours.

Check the WANT ADS of the newspaper.

Look in the YELLOW PAGES of your telephone book for leads to jobs you would like.

THE

RIGHT

CHOICE"

IS

YOURS

You have contacted all your friends, relatives, and teachers; you've checked around your home district and now YOU have to make a choice of what type of PART-TIME job you would like to go after. YES -- YOU HAVE TO GO OUT AND CONVINCE AN EMPLOYER TO HIRE YOU. You either do that or you provide a service such as baby-sitting, house care, lawnmowing or something like it.

YOU are in competition with a lot of other young people for a part-time job. What are you strong points? You must be able to sell yourself if you want the job. REMEMBER – YOU chose to work PART-TIME, but the Employer chooses his employees.

YOU both have a choice.

BE PREPARED to answer questions about yourself:

1. Why do you want to work?
2. Have you ever worked before?
3. When could you start?
4. Have you ever been fired from a job?
5. Do you have references?
6. Do you have transportation?
7. You may have to take a physical to work at some jobs.

YOU CAN MOVE UP!! - YOU SURE CAN

55

You can be your own boss. HOW? Well; Gals, if you build up a clientel of baby-sitting jobs you can work out a schedule where you could have a full or part-time job. Guys How about contacting 5-6 shoe stores to see if they need help. If you work at each one once a week you are working 5 days and have a full-time job.
Set up a service such as window cleaning, or mowing lawns. I figured it out: At $2.00 per hour - 4 lawns per day X 5 days = $20.00 a week, and you are your own boss.

YOU NEED

MAKE SURE THAT YOU HAVE THIS INFORMATION WITH YOU IF YOU EXPECT TO FIND YOURSELF A JOB.

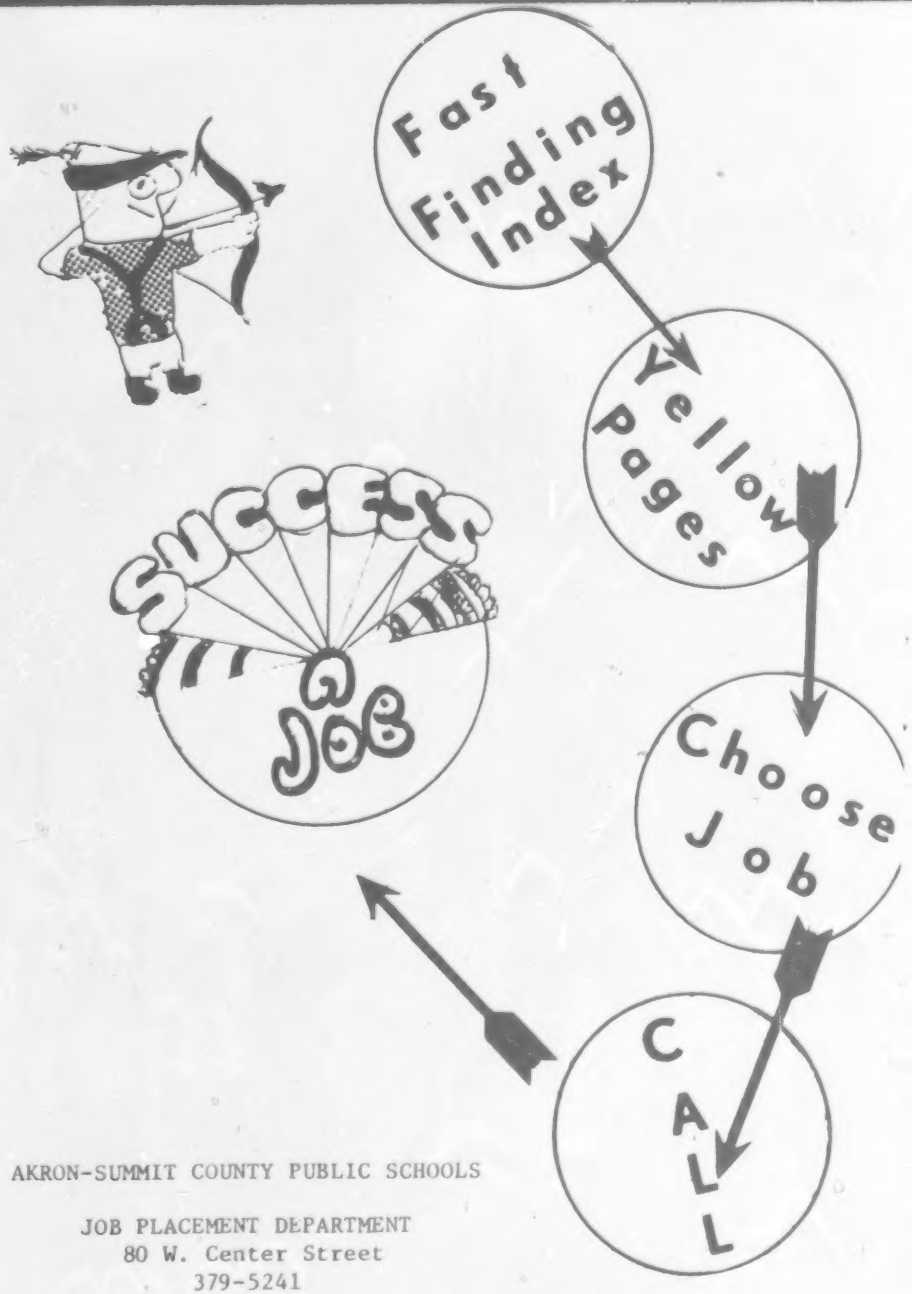
If you plan on working during school hours, be sure and check with your counsclors and of course your parents before you go job hunting. If you're under 18 don't forget your work permit.

WHERE ARE THE JOBS - EVERYWHERE

DRUGSTORES, GROCERY STORES, GAS STATIONS, BAKERIES, ETC. How about working for your neighbors? Babysitting or lawn work on a regular basis.

ALL YOU NEED - is a lot of GET-UP-AND-GO

SWEAT makes it and you have



AKRON-SUMMIT COUNTY PUBLIC SCHOOLS

JOB PLACEMENT DEPARTMENT
80 W. Center Street
379-5241

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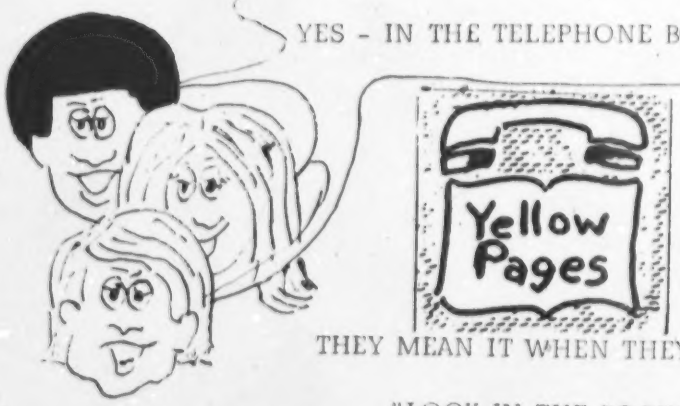
SALES & SERVICE
LAWN-BOY
Jacobsen - Toro - Parker - Engines - Tecumseh - Kohler
SIMPLICITY OUTDOOR POWER EQUIPMENT
BELTZ LAWN & GARDEN EQPMNT
THE PERFECT GIFT FOR ANY OCCASION
Color extension phone service is the gift that keeps on giving. It's a low cost remembrance for birthdays, weddings and other occasions.
SUMMIT MOWER SERV
TALLMADGE MOWER SERV CO
TORO POWER MOWERS
Complete line of equipment includes the famous Whirlwind® rotary. Exclusive Wind-Tunnel® housing pulls the grass up for a more even cut. Also, all types of walk and riding mowers, tractors and power tillers
TORO
"WHERE TO BUY THEM"
AUTHORIZED DEALERS
Bill's Home & Garden Center
Hartville Hdw Inc
Rockwood Hdw & Supply Inc
Walsh Hardware Co
Akron Hdw Co
Whitmore Hardware & Supply Inc
CONTINUED NEXT PAGE
TALLMADGE MOWER SERVICE CO.
PARTS SALES SERVICE
LAWN BOY
SPEEDQUEEN TRACTORS
ONE OF THE LARGEST PARTS DEPTS IN AKRON
853 SOUTHEAST AVE
Beltz
LAWN & GARDEN EQUIPMENT
"SALES WITH SERVICE"
Simplicity
Let your fingers do the walking through the Yellow Pages for jobs.

WHERE?

YES - IN THE TELEPHONE BOOK -



THEY MEAN IT WHEN THEY SAY

"LOOK IN THE BOOK"

The book lists all of the large and small companies in your area. It gives company name, product, address, and telephone number.

Let's take it step by step. Start with a good look at you. Let's start by using "I". What kind of work am I interested in? What do I like to do? List them.

INTERESTED IN WORKING WITH PEOPLE. LIKE TO WORK BY MYSELF. LIKE TO WORK WITH FIGURES. CAN SEW - TAKE DICTATION AND TYPE. LIKE TO WORK ON CARS. LIKE TO TRAVEL. AM INTERESTED IN ELECTRONICS. AM FOND OF WORKING WITH ANIMAIS. HAVE DONE WELL IN SHOP - VOC. ED. - CHEMISTRY - ECT.

GOT THE HINT - GOOD! Let's Look at the Yellow Pages again:

Let's say you are not sure what you want to do. Can the yellow pages help you? Yes. If you are willing to invest some time in them. The Yellow pages not only tell you where the company is and the telephone number but also gives "product or service" information.

(example) I like to work with kids and sick people. (look under Nursery in the Fast Finding Index.)

I like to work with cars. (look under Automotive)

I like to work with Photography. (look under Photography)

I like to work with Electronics.
I like to work with animals.

Well, use the yellow pages to help you find the companies that could use YOU. Use the phone first then follow-up with a call on the company. Even if they said No on the phone they might be impressed by your desire to work.

RIGHT ON!

Now you are in contact with the man who can help you.

Why tell your story to someone who is not concerned.

No luck the first time - Polish up your phone talk.

Put some life into the way you ask for a job.

Let's say you have an appointment for a job---------

QUESTION - What do I wear?
ANSWER - It depends on the job
Landscaping, wear a shirt and work pants, wear shoes - not sandles.

Dress for the job you are applying for.
Show up on time for the appointment.
Have your social security card with you as well as references.
Be prepared to start work right then and there.
Bad breath loses jobs - brush your teeth, take a bath and wear clean clothes.

Put yourself in the employers position.
He is looking for:

1. Someone who can make him a profit.
2. Someone who can get along with fellow workers or customers.
3. Someone who makes a good appearance and dresses for the job.

1 Have you looked at all of your strong points?
What you like to do or are good at?
Have you been looking for full or part-time work with a large company or a small one?
Outside work or inside?

Full-time	
Part-time	
Large Company	
Small Company	
Outside Work	
Inside Work	

If you have, you are in good shape. If not, stop and give at a lot of thought.

2 Ready - OK - Let's say you want a job in construction.
Look in the Fast Finding Index. Oh, it says Construction Company - See Contractors.
OK - look at Contractors. Quite a choice! Now that you have located them, you have to decide on which type of construction you would like to work in.
You picked Landscaping Contractors - OK - Now What?

3 Turn to the page that lists the Landscape Contractors
Wow! Yep, there are a lot of them. Pick one close to where you live or better yet pick two or three.
So far you have used the Yellow pages to narrow your choices down and you have a list now of company's addresses and telephone numbers. Make up a list of those you are interested in.

NOT YET!

LET'S LOOK AT YOUR CHOICES

What about your choices?

What have you considered in picking them?

1. You like the type of work.

2. You are able to do the work.
   Are you physically strong?
   Willing to work long hours?
   Work in Bad weather as well as good?
   Can you get along with all kinds of people?

3. Transportation - Can you get to the job?
   What if you have to start at 6:00 a.m.?

4. Pay will be low - but you will be learning.
   Are you willing to accept minimum wage?

Got it all worked out? OK. Don't reach for that phone yet. What are you going to say to the guy on the other end? Think about it! It's Critical - Say the wrong thing and you're OUT!!!

What can you say? Well, how about one of these approaches:

"You got any jobs, I'm looking for work" or "Man I need some money, you got any work?"

NOPE - ALL WRONG

You have to decide on what you are going to say in advance then practice it. Tone of voice is important if you use the phone.

TRY THIS:

"My name is _____. I am a high school graduate and would like to work for the ABC Landscaping Company. May I come in for an interview tomorrow?"

Sound Good? Yes, BUT "Who were you talking to?" Let's start again.

Step 1 You dial the company

Step 2 Someone answers "ABC Landscaping, Good Morning"

Step 3 You say, "Good morning, could I please speak to whoever does the hiring?" (in a large company ask for the personnel man or department)

Check It Out Man

WHERE DO YOU FIT

- ☐ Sloppy
- ☐ Get It Done Anyway
- ☐ Attitude
- ☐ Late For work
- ☐ Rapping With Buddies
- ☐ Goofing Off On Job
- ☐ Jokester
- ☐ Lazy
- ☐ Stealing
- ☐ Uptight

YOU'RE LAID OFF - FIRED

- ☐ Make It
- ☐ Are With It
- ☐ Neat & Accurate Work
- ☐ Cheerful
- ☐ On The Ball
- ☐ Hard Working
- ☐ Honest
- ☐ Care

YOU'RE PROMOTED
Getting a raise

WHICH ONE MAKES IT

GET WITH IT?

Raymond A. Wasil
Director: of Akron Summit County Public Schools
Job Placement Dept.
482 W. Grant St.,
Akron Ohio 44311

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YOU'RE

100

HIRED

THINK ABOUT IT

Where do I want to **go?**
What do I want to **do**?
What do I know that will help?
Where can I look?
When should I start to look?
What kind of a job do I want?
What money can I expect to make?

WHERE IS YOUR FUTURE?

WHAT DO YOU LIKE TO DO?
CAN YOU USE TOOLS?
DO YOU LIKE TO WORK OUTSIDE-INSIDE?
DO YOU LIKE TO WORK BY YOURSELF OR A-ROUND PEOPLE?
WHAT KIND OF WORK HAVE YOU DONE IN THE PAST?

Part-Time-Full Time?

volunteer
Store Clerk
School-helper

What Did you like to DO BEST?

ARE YOU CREATIVE

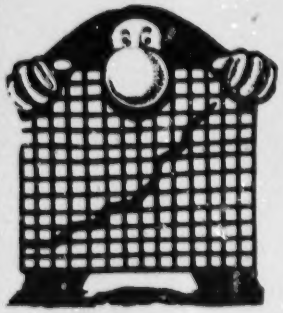
There is no such thing as a poor job. Do the best you can at any job you get. College graduates work as waiters, waitress's custodial help, etc.

PRIDE MAKES IT

Your attitude and willingness to work are your most important assests, take pride in your job. Blue collar and service workers are needed and can and do make good money.

Do you have a chip on your shoulder? **Attitude** is very important in getting and holding a job.

Your Boss is looking at you.
Would you hire yourself?
Would you give yourself a raise.



YOU HAVE TO CHART YOU OWN COURSE.

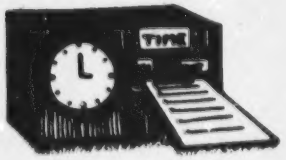
You can plan a good future and get all of the things you want. Like the chart shows, that **first job** may be the stepping stone to the next and on up the ladder. Everyone had to start somewhere - Where are you headed?

Money alone is not always the answer
You may turn a possible employer off if you go in with dollar signs in your eyes.
Try and empress the employer with your willingness to do a good job.

Be prepared to do a days work for your pay.
You may dig up a job expecting to find a pile of money but find that you have to work for it.
There are no easy ways or short cuts.

Once you have the job you have to do your share of the work.
Don't Goof Off

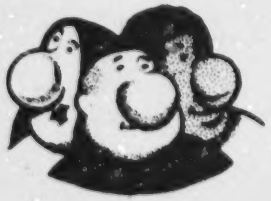
Time is money - No profit for the **Company**
No Job for you



You are the employe on the job.
You show up on time everytime.
You play it fair and give them all your effort.

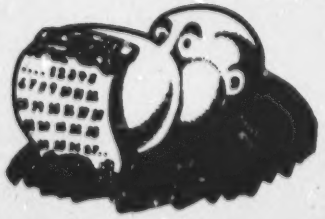
You work by their rules, **You** take their money
You do the work their way.

The choice is Yours - You can end up in the trash can or you can make it. You make the decision you can improve yourself. Hand outs don't make it - Hard work does - Good attitude does.

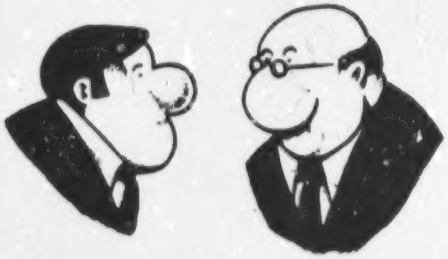


You're not alone - many other young people are out there looking for and finding work - making money - buying cars - clothes and making it.

Don't wait until the last minute to start thinking about (1) Where you want to work. (2) What you want to do. (3) Where you can look.
The times is now. Put your nose to the calendar and get with your planning.

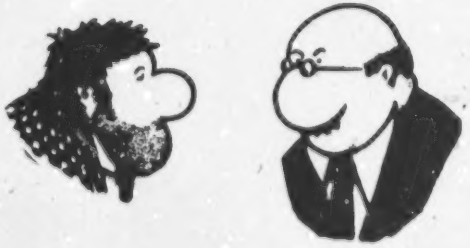


You are being sized up when you go in for a job.



Attitude 25
Approach 25
Appearance ..25
Ability 25
100 = A job
A hire

Would you hire *this guy?*



Attitude 0
Approach 0
Appearance ...0
Ability .....?
0 NO HIRE

REMEMBER: An employer has to keep his customers happy Which of these two would you want representing you?

DO'S AND DON'TS

SMILE— Make it a habit to smile. Be curteous and polite.

SHAKE HANDS— Practice a handshake that is warm and positive.

BE NEAT— Sloppy or way-out clothes are not acceptable.

BE PREPARED— Be prepared and organized to sell.
Know your product, if you can sell an employer on yourself you can probably do a good job on selling his product.

No one likes to be around a sour puss, YES, that's right, you have to be pleasant and personable.

HANDSHAKING— is a way of greeting another person. Learn the rules of shaking hands. So you shake hands with a woman?

PREPARED YEP— don't waste a potential buyers time. Time is money for you and for him.

If you cannot sell yourself to an employer, how can you ever expect to be able to present your products to a potential buyer? Think about it!

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS

JOB PLACEMENT DEPARTMENT

Mr. Raymond A. Wasil, Director
80 West Center Street
Akron, Ohio
Phone: 379-5240

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THE SECRET OF GETTING AHEAD

IN SALES

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YOUR FUTURE YOUR DECISION

WHAT IS A SALESMAN?

A SALESMAN is either a male or a female.

A SALESMAN is not a clerk. A clerk merely takes the money for a purchase.

A SALESMAN knows his or her product and is able to convince people to buy it. The product could range from a bulldozer to Avon products, but the principal is the same.

A SALESMAN is a professional. He is skilled in the psychology of sales and marketing.

A SALESMAN is a respected member of his or her community.

A SALESMAN does not have to go to college. He or she can take training courses.

A SALESMAN deals with the public.

A SALESMAN does just that, he or she SELLS a product.

Learn to type, Learn to do bookkeeping, Learn to read rapidly, Learn to speak clearly, Learn to Learn.
Remember, the easiest place for you to learn is in school.

Remember, when you are out of school you have to pay for your training.

WANT-HIGH PAY-RESPECT!
If you do, you are going to have to invest in yourself

- GOOD PERSONALITY
- GOOD GROOMING
- GOOD ABILITY
- GOOD MANNERS
- GOOD SKILLS

You are paid what you are worth in sales!

WHAT ABOUT GOING ON TO COLLEGE? SURE YOU CAN GO

You can go full-time and get a degree in a Business area.

You can go to a Community and Technical College and get a two year degree.

You can take sales courses at a college.

Many, many good sales people have college degrees.

It depends on **you.**

THE EXTRA BENEFITS OF A SALES JOB ARE:

1. You may have a flexible work schedule.
2. Your income depends on how hard you want to work.
3. You get to meet a lot of people.
4. You can travel if you wish.
5. If you are good, you will never be out of work.
6. Rapid Promotions.

DOES IT SOUND INTERESTING IT SURE DOES!

WHAT IS THE SECRET OF GETTING AHEAD?

Stated simply, it is planning, so that you'll be able to make the most of every opportunity that comes your way. And in these modern times, with technology advancing so rapidly, there are more opportunities—particularly for the trained man—

You have to be aggressive, but not too aggressive.

You have to take advantage of your opportunities.

You have to be flexible.

You have to convince the customer that he needs the product that you are selling.

It all depends on YOU.

HOW TO MAKE CERTAIN ABOUT YOUR FUTURE.

Your future in sales is up to you.

More money is made in sales than in any other area. If you want security in sales, YOU CAN HAVE IT! If you want security in sales get your training and then sell your services to a large company.

There is no such thing as **absolute security.**

If you are interested in sales, you can expect a lot of hard work. CAN YOU TAKE IT!

YOUR EDUCATION.

By all means, stay in school. Your high school diploma can help you get the kind of job you want.

NO a High school Diploma isn't necessary but it helps. You will be in competition for that first job with others who have a diploma.

English, Speech, and Math are a big help in sales.

WHAT DOES IT TAKE? IT TAKES_

1. A **person** who likes to meet and talk with all types of people.
2. A **person** who is out going and has a lot of confidence.
3. A **person** who likes the challenge of competition.
4. A **person** who knows how to dress well.
5. A **person** who is wi'ling to work all kinds of hours.
6. A **person** who can make decisions and likes responsibility.

Does That Fit You So Far?

OK—where do you start

Well that depends on **you.**

Are you interested in sales with a large company, door-to-door selling or with a small business?

Are you interested in selling one product, or one item?

You must decide.

Make up a list of jobs you think you could do or would like to do on a part-time basis.

Would Like to do	Places I would work

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS

JOB PLACEMENT DEPT.

80 West Center Street

Akron, Ohio

379-5240, 41, 42

Mr. Raymond A. Wasil, Director

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WHO IS THEY ?

THEY - is an employer. Any employer who pays your wages. You may be paid by the hour or by the job. The important thing is you are paid.

LET'S LOOK AT PART-TIME JOBS

You want a job - Someone else wants work done-sound simple-sure but can you do the job? You may be willing to work for him but does he want you?

WHAT CAN YOU DO TO SELL THE EMPLOYER ON THE IDEA OF HIRING YOU?

FIRST - Do you want a part-time job?

Yes - ok - 1. When do you want to work?

2. What kind of work do you like to do?

3. What do you expect to be paid?

4. What hours do you expect to work-evenings?

5. What days - weekends?

6. What about your schooling?

7. What skills do you have?

What's the secret of finding or making yourself a part-time job.

1. Decide on what you want to do and what you can do.

2. Don't slight your school work-make sure you can give up the time you work.

3. Actively and aggressively contact, follow-up and contact again.

Be Aggressive - No one will come to you to offer you a a part-time job. You have to seek them out.

DOES IT PAY OFF?

10 hours a week at $1.60 hour = $16.00

20 hours a week at $1.00 hour = $20.00

Four (4) part-time jobs at only one hour per day per week = 20 hours per week at $1.00 per hour = $20.00

Washing a house down could take three days. If you charged $30.00 for the job, that would be $10.00 per day.

MAKE YOUR OWN PART-TIME JOB - HOW??

1. Look around you - what kinds of jobs need to be done in your neighborhood?

2. Which of these jobs can or would you do?

MADE A DECISION - OK - LIST the jobs that exist in your neighborhood - Painting, Lawn care, babysitting, car washing, house washing, clean-up work

Let's take just two examples -

House Washing - Housewashing means scrubbing down houses with aluminum siding - cleaning windows - doing some painting - etc.

Babysitting - You could babysit the children for different mothers when they go shopping or to the hairdressers - You might have all of the children at one time or watch them separately - it still adds up to a part-time job.

PUBLICIZE -

Put a notice in the library, drug store, grocery store, etc.

Sample - Young man - 17 years old - would like part-time work, can paint, clean houses, wash walls, clean cars, etc.

SEND LETTERS - (example)

Sir: I am interested in a part-time job with your company. At the present time, I am attending _____ high school. I would be available to work_____.

Sir: Do you need a strong willing worker? I am available to work_____ and would appreciate your giving me a part-time job. I can paint, clean-up, etc.

NOTHING IN THE NEIGHBORHOOD

You don't want to make your own job?
Transportation is no problem?
OK, How to find a part-time job outside your neighborhood.

CHECK OUT

1. Newspaper want-ads
2. Yellow pages of telephone book
3. State Employment Service

Let's take the want-ads - Try This Procedure----------

Look for employers who have advertised for help in an area you are interested in--you may not be able to fill the job on a full time basis, but you may be able to do related work --

(Example):

1. Addressing envelopes for a company.
2. Do typing for a doctor or help with filing.
3. Distribute advertising.
4. Do minor car repairs at a gas station.
5. See if a construction company needs clean-up service.

THE YELLOW PAGES

Let's say you were interested in part-time landscaping work.

1. Locate all of the landscapers in the yellow pages.
2. Write down what you are going to say to them.
3. Call each one.

Let's say you are a girl looking for a job:

Pick an area and call all of the employers.

(example: call florists, child nurseries, or restaurants.)

SECOND - Where to look for a part-time job

After you have decided what kind of a part-time job you want and can do-then:

CHECK THESE LEADS OUT

1. Friends and relatives
2. Placement specialist and school counselor
3. School mates who are working
4. The mailman or minister

The want-ads in the newspaper, the yellow pages, of your telephone book

NO LUCK - OK

Let's assume you have checked out all of the places where you would like to work in your neighborhood. Have You? Forget any? Stores, gas stations, any business offices, apartment houses, hospitals, car lots, garages, etc.

YOU NOW HAVE TO LOOK OUT SIDE OF YOUR NEIGHBORHOOD DISTRICT

THINK

1. Can you get to a job if you can find it.
2. Will transportation "eat-up" all you earn.
3. What happens in the winter time?

CAN'T MAKE IT - IF SO DON'T GIVE UP - YOU CAN TRY ANOTHER APPROACH

THE TEN COMMANDMENTS OF JOB HUNTING

I. Thou shalt not be a know-it-all . . . nor a slouch.

II. Thou shalt be clean of body and appropriate in dress.

III. Thou shalt have no other pals along.

IV. Thou shalt not bad-mouth persons or places past.

V. Thou shalt not smoke or chew gum.

VI. Thou shalt speak and act as if thou hadst learned good manners at home (do this in remembrance of Mom).

VII. Thou shalt not be greedy (perhaps thou art not worth $3.50 an hour!)

VIII. Thou shalt be willing to start at the bottom and be eager to work thy way up.

IX. Thou shalt wear shined shoes.

X. Above all, thou shalt be courteous, realizing full well that an employer too, is human; like thee, he needs to feel accepted.

Akron-Summit County Job Placement Department
482 Grant Street, Akron, Ohio 44311
379-5240

Director -
Raymond A. Wasil

by: Celeste Billhartz
Placement Specialist

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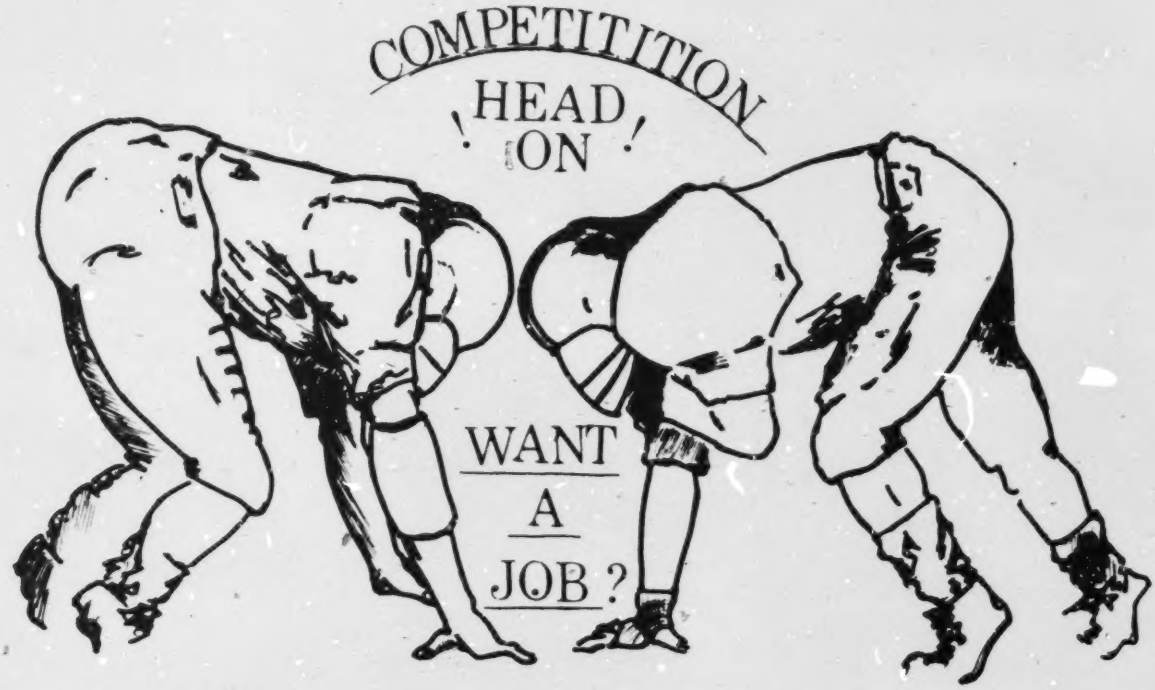
Competition for Jobs

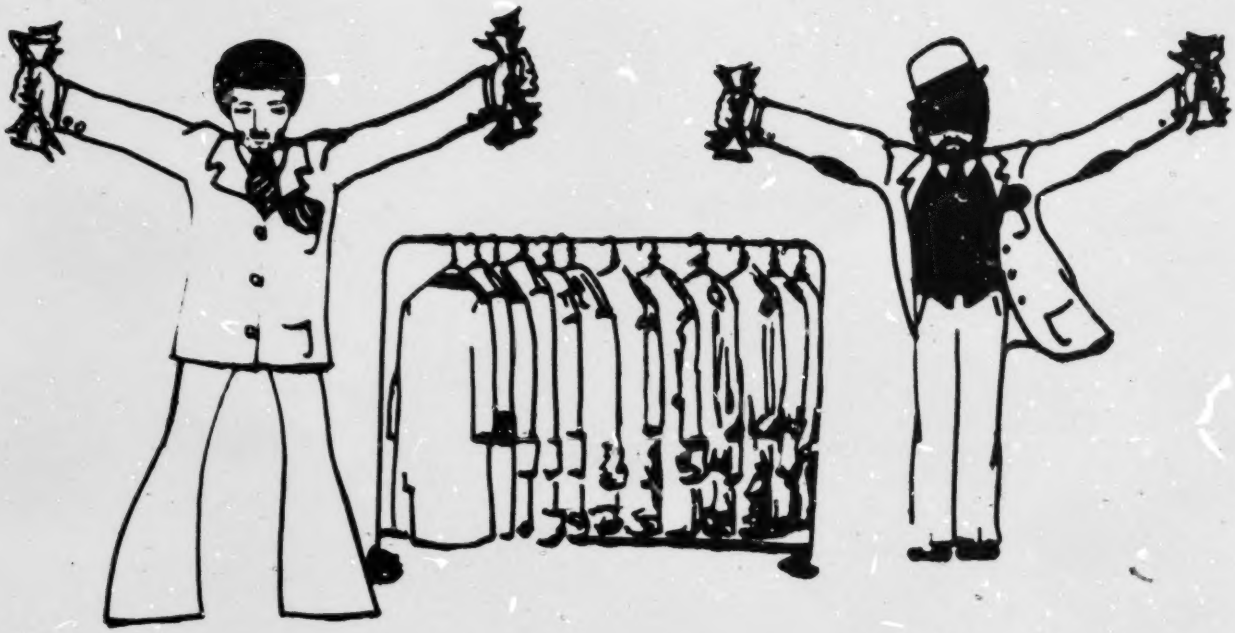


OK.!— "READY TO COMPETE FOR IT? HEY MAN, WHAT DO YOU HAVE THAT WILL SELL BETTER THAN THE NEXT GUY?" THE COACH PICKS THE BEST FOR FIRST STRING. THE MAN DOING THE HIRING IS GOING TO DO THE SAME. "DON'T GET ALL SHOOK UP ABOUT IT. IT'S NOTHING NEW, YOU'VE BEEN COMPETING ALL YOUR LIFE." COMPETITION FOR A PAT ON THE HEAD, FOR A STICK OF CANDY, FOR A BOTTLE OF POP—KID STUFF. WHEN YOU WERE IN HIGH SCHOOL, IT WAS COMPETITION FOR SOMEONE'S ATTENTION, FOR A GRADE, FOR THE TEAM, OR TO BE A CHEERLEADER. MAN IT'S ALL COMPETITION. COMPETITION IS WHEN YOU WANT SOMETHING AND THE OTHER GUY WANTS IT TOO.

- STEP ONE - YOU DECIDE WHAT SPORT (JOB) YOU WOULD LIKE.
- STEP TWO - YOU LEARN THE RULES OF THE SPORT (JOB REQUIREMENTS).
- STEP THREE - YOU PRACTICE SO THAT YOU CAN TRY OUT (SKILLS)
- STEP FOUR - YOU TRY OUT FOR THE TEAM (COMPETE) FOR THE POSITION OPEN.

"DO YOU START ON THE FIRST STRING RIGHT AWAY? (HIGH PAY - BEST JOB) NOPE, YOU WORK UP. THE BETTER PLAYER YOU ARE THE MORE YOU GET TO PLAY AND THE MORE CHOICE POSITION (JOB) YOU PLAY.

COMPETITION - YEP, FOR THAT TEAM (JOB) POSITION. WHO DO YOU COMPETE WITH? EVERYONE ELSE WHO WANTS THAT POSITION (JOB). WHO DECIDES? THE COACH (EMPLOYER)."



THE SAME THING IS TRUE IF YOU ARE TRYING OUT AS A CHEERLEADER. GOT THE PICTURE ---

1. CHOOSE THE SPORT - JOB
2. LEARN THE RULES - JOB REQUIREMENTS
3. PRACTICE THE SPORT - JOB SKILLS
4. TRY OUT FOR THE TEAM - COMPETE
5. COACH CHOOSES PLAYERS - EMPLOYER

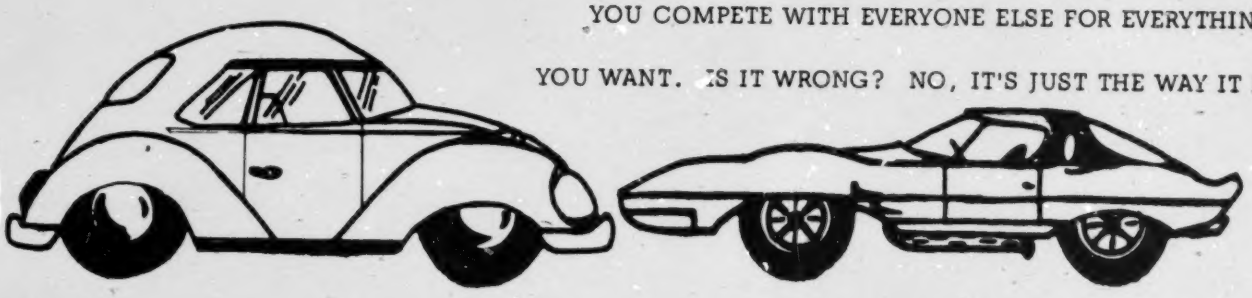
HONORS - RECOGNITION AWARDS

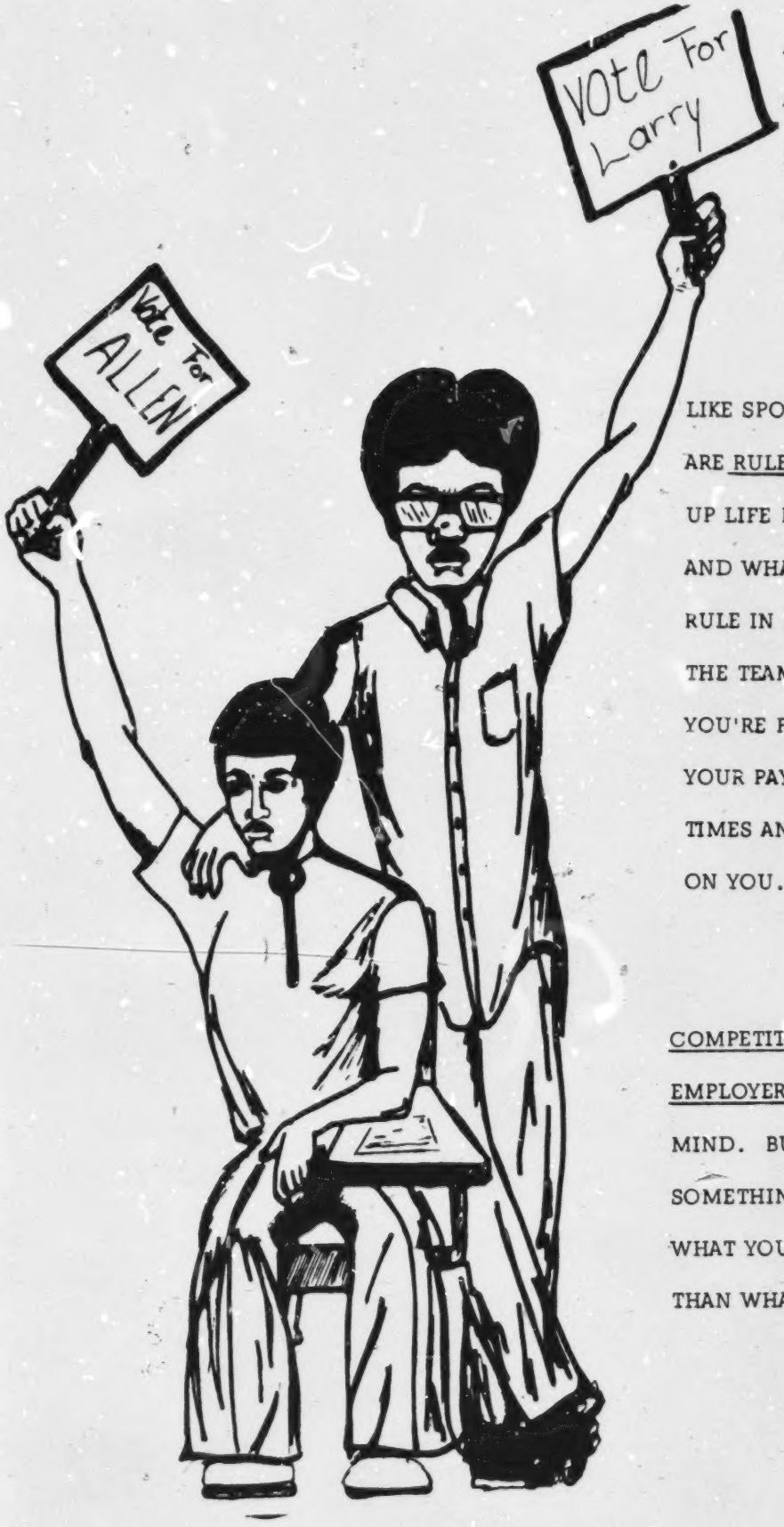
GRADES - A B C D

YOU COMPETE WITH OTHERS TO DATE A CERTAIN PERSON.

COMPETITION IN SCHOOL - YEP

YOU COMPETE WITH EVERYONE ELSE FOR EVERYTHING YOU WANT. IS IT WRONG? NO, IT'S JUST THE WAY IT IS.





ARE THERE JOBS? YEP. THERE ARE JOBS AND THERE ALWAYS BE JOBS AS LONG AS PEOPLE WANT TO EAT, LIVE, DO THINGS AND GO PLACES.

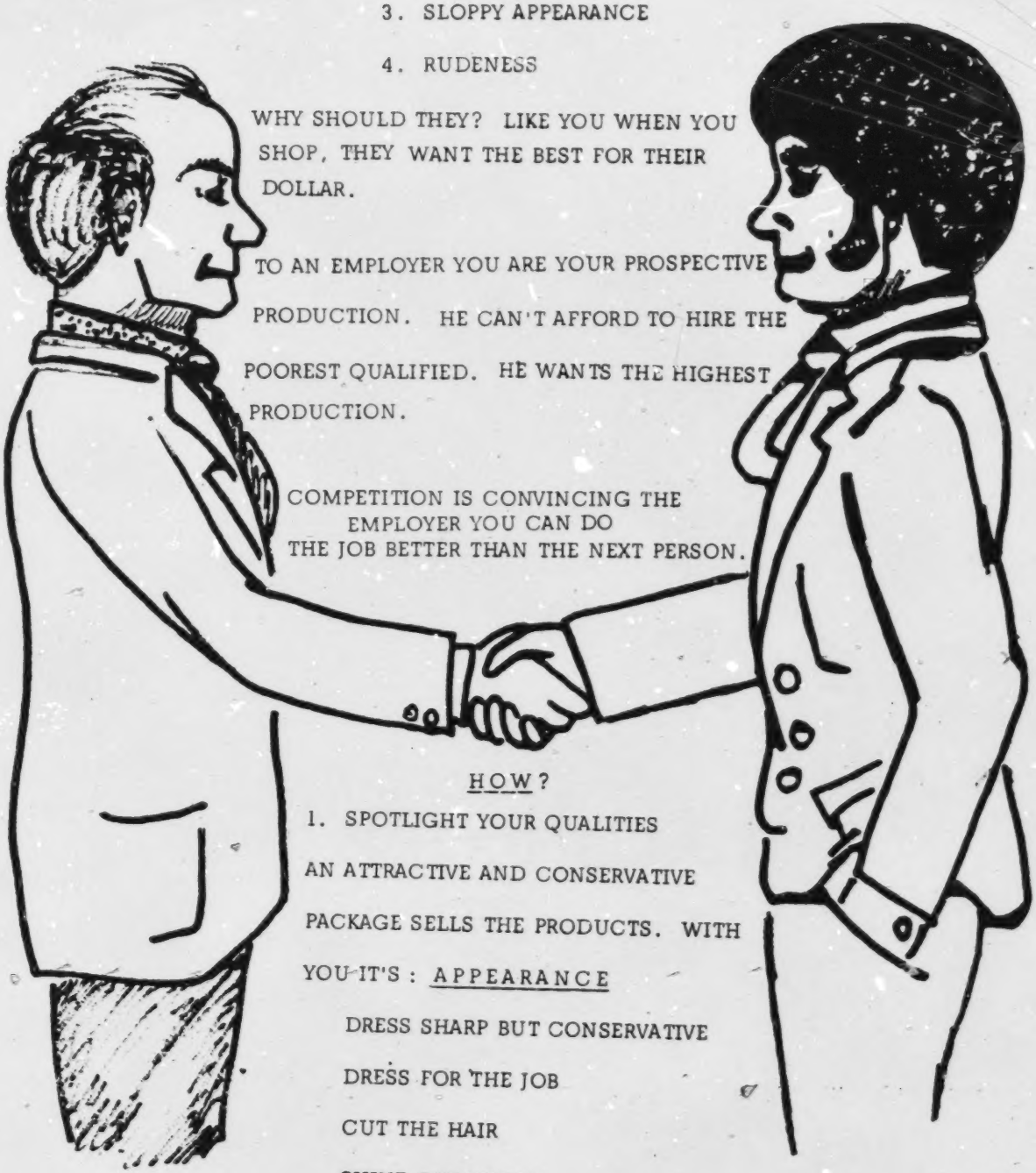
LIKE SPORTS AND SCHOOL THERE ARE RULES. THE RULES OF GROWN UP LIFE POINT OUT WHAT WILL WORK AND WHAT WON'T WORK. BREAK A RULE IN SPORTS YOU'RE KICKED OFF THE TEAM. BREAK THEM IN LIFE AND YOU'RE FIRED OR YOU COULD LOSE YOUR PAY - BREAK THE RULES ENOUGH TIMES AND NO ONE WILL TAKE A CHANCE ON YOU. OK. GOOD, NOW.

COMPETITION

EMPLOYERS ARE BUYERS - KEEP IT IN MIND. BUYERS WILL BUY IF YOU HAVE SOMETHING WORTHWHILE TO SELL. IS WHAT YOU HAVE TO SELL WORTH MORE THAN WHAT THE OTHER GUY HAS TO OFFER?

AS A GENERAL RULE, EMPLOYERS WON'T BUY:

1. POOR ATTENDANCE
2. DISHONESTY
3. SLOPPY APPEARANCE
4. RUDENESS



WHY SHOULD THEY? LIKE YOU WHEN YOU SHOP, THEY WANT THE BEST FOR THEIR DOLLAR.

TO AN EMPLOYER YOU ARE YOUR PROSPECTIVE PRODUCTION. HE CAN'T AFFORD TO HIRE THE POOREST QUALIFIED. HE WANTS THE HIGHEST PRODUCTION.

COMPETITION IS CONVINCING THE EMPLOYER YOU CAN DO THE JOB BETTER THAN THE NEXT PERSON.

HOW?

1. SPOTLIGHT YOUR QUALITIES

AN ATTRACTIVE AND CONSERVATIVE PACKAGE SELLS THE PRODUCTS. WITH YOU IT'S : APPEARANCE

DRESS SHARP BUT CONSERVATIVE

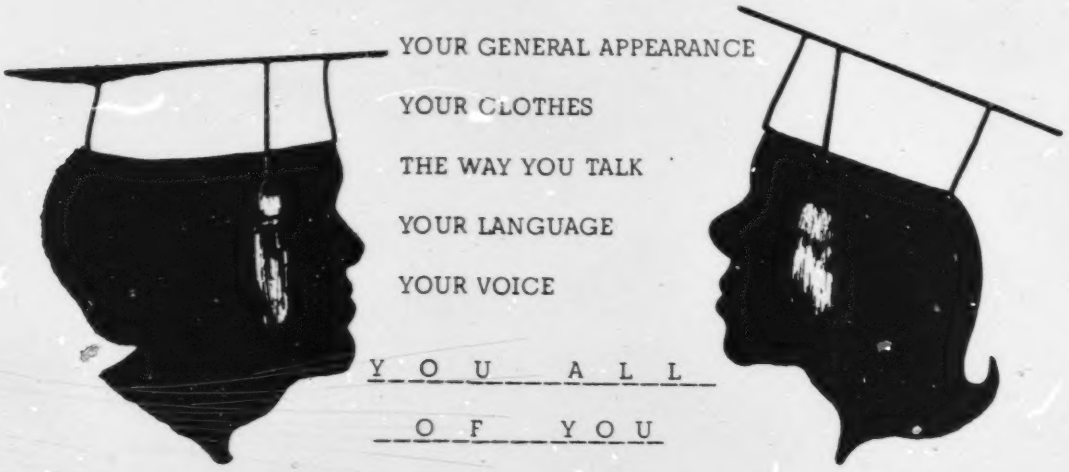
DRESS FOR THE JOB

CUT THE HAIR

SHINE THE SHOES

WEAR VERY LITTLE JEWELRY

2. PERSONALITY - YOUR PERSONALITY IS YOU



YOUR GENERAL APPEARANCE

YOUR CLOTHES

THE WAY YOU TALK

YOUR LANGUAGE

YOUR VOICE

Y O U A L L

O F Y O U

3. SKILL - ANY PAST TRAINING OR HOBBY YOU MAY HAVE MIGHT HELP WITH THE JOB YOU'RE ASKING FOR.

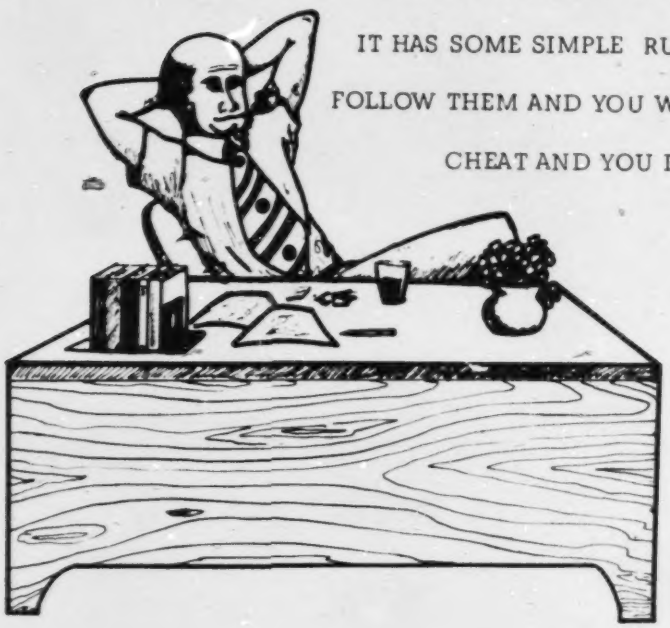
YOU HAVE TO SELL YOURSELF INTO A JOB. CAN YOU IMPROVE ON WHAT MOTHER NATURE HAS GIVEN YOU? YEP. WE CAN PACKAGE IT AND PRESENT IT TO AN EMPLOYER IN A MORE ATTRACTIVE WAY.

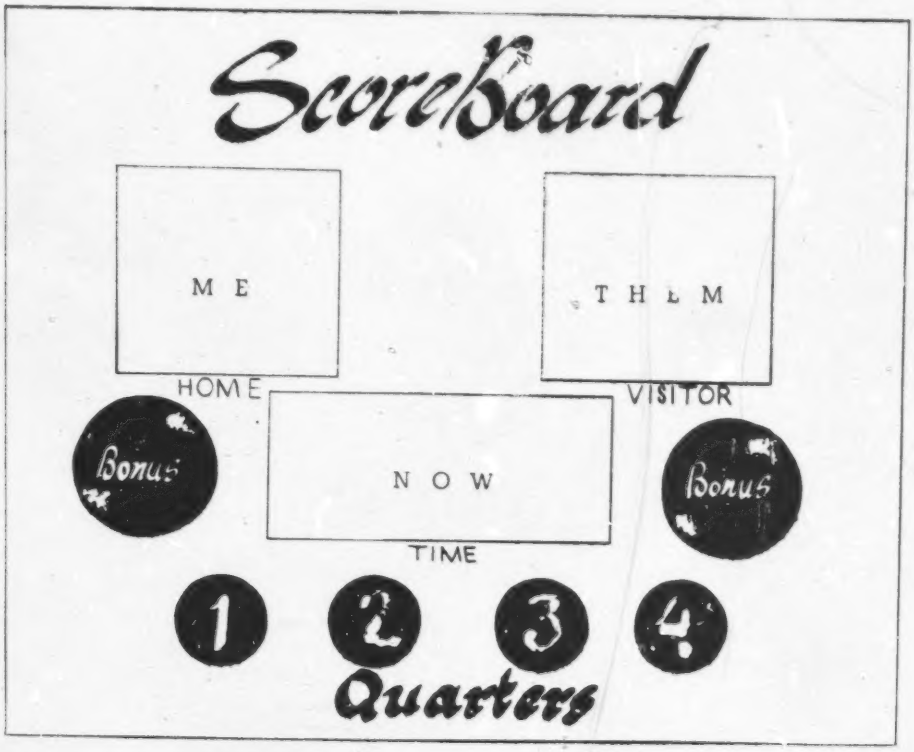
COMPETITION IS OUR WAY OF LIFE.

IT HAS SOME SIMPLE RULES TO FOLLOW.

FOLLOW THEM AND YOU WILL NORMALLY SCORE.

CHEAT AND YOU LOSE OUT.





LIST WHAT KIND OF JOB YOU WANT AND WHAT YOU HAVE TO OFFER BELOW. SEE IF YOU WIN OUT OVER YOUR BUDDIES.

AKRON-SUMMIT COUNTY JOB PLACEMENT DEPARTMENT
RAYMOND A. WASIL, DIRECTOR

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Those are the basics.
Where do you go from here?

If you are serious about making the best choice for **you** — consider the following check-list as a guide to deciding your next move.

____ Talk to school counselor

____ Talk to school placement specialist

____ Check on night school

____ Check on GED

____ Check on Labor laws for minors

____ Check on OBES

____ Check on STRIDE

____ Check on military

____ Check on other training

Once you have done the above, you should have a good idea of where you stand.
Don't be afraid to ask for help but don't be afraid of finding out for yourself.

THE NEXT MOVE IS **YOURS**.

MAKE IT A WINNER.

For your Information:

379-5240 Public Schools Job Placement Department.

434-2141 Ohio Bureau of Employment Services (free employment services)

375-2460 STRIDE

Health Insurance

_____ Insurance Co. - Car Insurance

WORK PERMITS

434-1661 Akron 379-5740 County

Other Numbers _____

Military Recruiters:

253-7588 Army 375-5400 Navy

253-4507 Air Force 253-8233 Marines

253-7675 Coast Guard

The only dumb question is the question you don't ask. GET ANSWERS!

Employers have questions too.
LIKE:

What previous work experiences do you have?

Why did you leave school?

What work skills do you have?

If you couldn't make it in school what makes you think you can make it on the job?

What are your future plans?

HAVE SOME ANSWERS!

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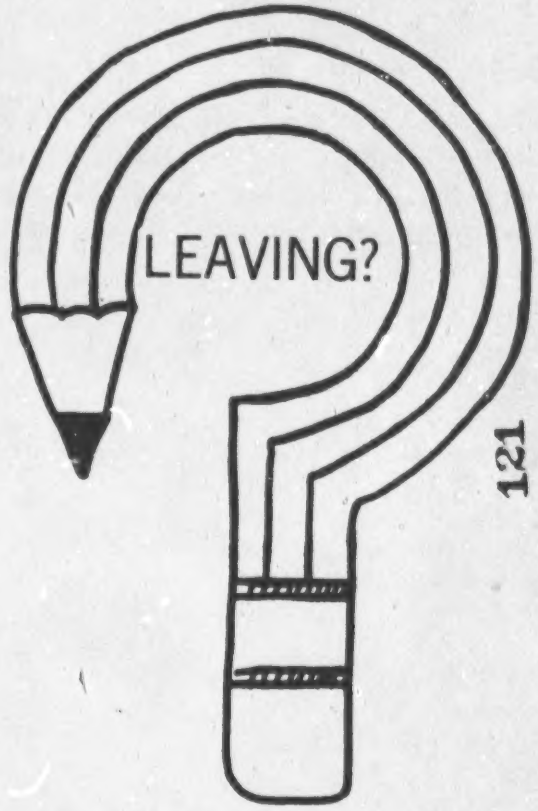
THINKING ABOUT LEAVING?



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AKRON-SUMMIT COUNTY PUBLIC SCHOOLS
JOB PLACEMENT DEPT.
482 Grant Street
Akron, Ohio 44311
379-5240
Raymond A. Wasil, Director

So, you would like to quit school now? OK, but first think it over; and do what's best for you.

First figure out where you stand.

Go to a school counselor and find out how many credits are required for graduation and how many credits you now have. Fill in below:

Credits required to graduate	____
Your current credits	____
Subtract above for credits remaining to finish	____

Were you thinking of getting a high school diploma some other time or some other place?

Could you finish at night school? A typical course load per semester is ____ credits if you go ____ nights per week from ____ to ____.

How long will it take to finish at night school?

Can you afford the time and money?

What if you have to work nights?

Planning on working?

Have you ever figured out the $s and ¢ of it all?

Without experience, skill, or training, you had better not count on starting at more than minimum wage.

Let's have a look at a typical pay stub. (Most places pay every two weeks.)

Hourly Rate		$ 2.00
Total Hours (2 Weeks)		X80
Gross Income		160.00
Deductions:		
Social Security	$ 9.36	
Federal Income Tax	23.10	
State Income Tax	.80	
City Tax	2.40	
Total Deductions		35.66
NET PAY		$124.34

$ $ $ $ $ $ $ $ $

Here are some typical living costs for a two week period.

Car	$38.00
Gas	$19.00
Insurance	$17.00
Food	$45.00
Board or Rent	$55.00
Miscellaneous	$32.00
TOTAL	$206.00

Could You Cut It On Your Own?

GO AHEAD — FIGURE

OUT **YOUR** SITUATION!

INCOME		EXPENSES	
Take home pay	____	Car	____
Other income	____	Gas	____
		Insurance	____
		Food	____
		Board or Rent	____
		Miscellaneous	____
TOTAL	____	TOTAL	____

DO THESE TOTALS TELL YOU SOMETHING?

WHAT?

? ? ? ? ? ? ? ? ? ? ?

HEY! Ever heard about or seen these before?

DED BVR Stride MOTA Work Permit Wages + Hour Laws OBES GATB

You don't want to get ripped off, and you don't want to cheat yourself. So find out **NOW** — before it's too late. Get it handled and you'll be sure it's you in the driver's seat and not someone else.

HEY!!
Does this have to be taken out of my pay.

YEP, it sure does.
The guy you work for is required to take it out.

At the end of the year, you will receive a W-2 form for Federal Income Tax withheld by your employer(s).

DISCOURAGED? Don't Be
Everybody has to pay taxes, and everybody has deductions taken out.

YOU should be aware of what is happening to your pay so you can budget your wages.

REMEMBER! After you have your net pay you still have other expenses that act as deductions that come out of your pay, such as: Clothing, Food, and Transportation expenses.

With training and experience, you will make more money, SURE, but that means that more will come out, because the more money you make the more the government takes out in taxes.

Example: Pay Slip figured bi-weekly.

O'NEILS PAY STUB

Hourly Rate	2.00
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Federal Income Tax 23.10	
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Total Deductions	35.66
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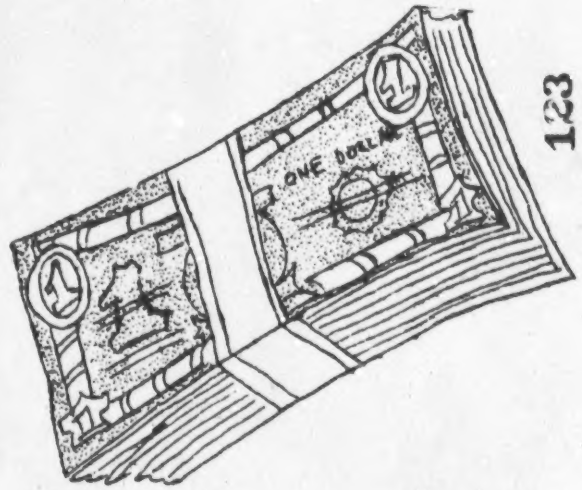
YOUR FIRST PAY



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AKRON-SUMMIT COUNTY
PUBLIC SCHOOLS
JOB PLACEMENT DEPT.
482 Grant Street
Akron, Ohio 44311
Raymond A. Wasil, Director

CONGRATULATIONS!

YOU have now your first pay in your hands. Let's see, you are getting $2.00 per hour. $2.00 x 40 hours = $80.00; not bad—but, what's this:

SOCIAL SECURITY
FEDERAL INCOME TAX
STATE INCOME TAX
CITY INCOME TAX
RETIREMENT

THAT'S RIGHT!!!

ALL of that comes out of **YOUR** pay.
YOU are now a **TAXPAYER.**

Come as a shock huh?

WELCOME TO THE CLUB!

TAXES are a part of life,
Get use to them.

That first full weeks pay sure has gotten smaller.

WHAT'S GROSS PAY?

Your gross pay is the amount you have made before taxes are taken out.
The net amount is the amount you get to keep.

EXAMPLE:
40 hours x $2.00 per hour: 2.00
x 40
$80.00 Gross

FEDERAL, STATE, and LOCAL INCOME TAX withheld is based on an income chart.

If you are married and have children you pay less. If you are single, you pay more.

If, you over pay the government, you can file to get it back at the end of the year.

SOCIAL SECURITY—What's that—well you pay a certain percentage of your wages into a government fund, then when you reach retirement age or if you are injured before you can reach the retirement age you can collect for the rest of your life.
It's a forced type of old age insurance. Most jobs are covered by Social Security, but some only have a retirement plan.

RETIREMENT PLANS—Usually in a retirement plan, you pay in a certain amount each week and the company will pay in a certain amount to be set aside. At retirement age you can collect a certain amount each month.

The amount taken out each month is based on what you have paid in for the entire time you were working. As I said, Retirement plans vary from company to company.

FURTHER YOUR EDUCATION

Employers often use education as a yardstick in measuring applicants for jobs. Education can often be substituted for experience in qualifying for a job.

GO TO COLLEGE IF YOU CAN

Many jobs require a college education. College graduates have a better chance for advancement to supervisory and executive positions. If college is not for you, then remember that you can-----

EARN WHILE YOU LEARN

The best way to learn a skilled trade is through an apprenticeship. It means learning a trade on the job. The apprenticeship is often called "The college education of the skilled trades. "To improve your skills----

VOCATIONAL TRAINING PAYS OFF

If you have acquired specific job skills at your nearest vocational school. This training will give you a head start on your job. If Uncle Sam calls----

PROFIT FROM MILITARY SERVICE

You have a good chance of gaining valuable experience and training in the armed forces which will be useful to you later.

If you are just out of school or have left school before you graduated:

CONTACT the Placement Specialist at your former high school. Your senior counselor can help you contact him.

CONTACT a representative of your Ohio State Employment Services and register with the bureau.

READ this brochure. If you really want to work, there are people who will help you find a job.

YOU must be willing to compete for a job.

YOU must put forth the effort.

YOU are the one who will get the pay checks.

"HOW ABOUT IT" ?

AKRON-SUMMIT COUNTY PUBLIC SCHOOLS

JOB PLACEMENT DEPT.

80 West Center Street

Akron, Ohio
379-5240, 41, 42

Mr. Raymond A. Wasil, Director

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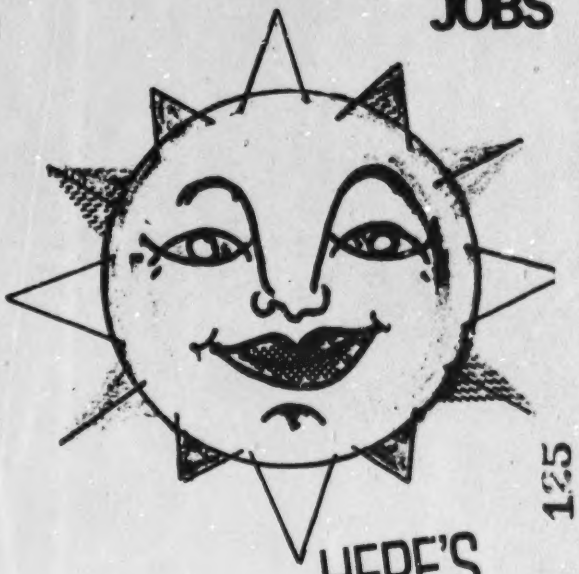
for GUYS and GALS who are looking for JOBS



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HERE'S HOW TO LAND THAT JOB

HOW TO SELL YOURSELF TO AN EMPLOYER

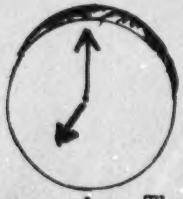
PREPARE FOR THE INTERVIEW

Be sure this is the kind of work you want. List your qualifications, work experience, education, school activities, hobbies, interests. Anything you think will help you with the job.

LOOK PRESENTABLE

Be neatly dressed: Hair clean and combed. Shoes shined - Don't forget your breath.
Look alive, alert, and interested. Sit or stand straight.

BE ON TIME AND GO ALONE



Go early - show you are really after the job.
Don't take your parents or a pal. The employer wants to hire someone who can work without someone holding his hand.

BE POSITIVE

Appear interested. Be enthusiastic.
Be truthful.
Don't do all the talking - You want the job. You know you can do the work. You are interested in doing the work. Don't bluff - Don't bad-mouth a former employer or teacher. Don't make excuses. Answer honestly.

Don't make excuses. Don't talk about your personal or financial problems. Be pleasant but not too familiar with the employer. He has to leave his troubles at home - leave yours there too. Use "yes sir" and "no sir" or "Mr._____." Let him know you are mature and respectful.
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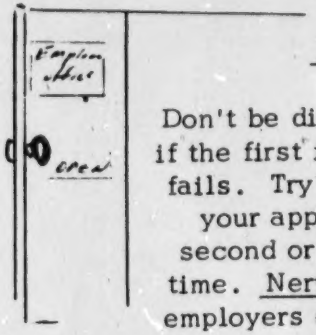
PUT IT IN WRITING

Your application represents you - Have a sample application with you.

Be sure your application is NEAT and COMPLETE.



KEEP TRYING

Don't be discouraged if the first interview fails. Try to improve your approach the second or even third time. Nervous - employers expect it.

HIRED

The employer expects you to:

..Be conscientious and punctual.
..Learn your job and do it.
..Get along with the other employees.
..Give a full days work.

This project is funded by the Division of Vocational Education, Ohio Department of Education, under the Vocational Education Amendments of 1968, PL90-576.

Young people leaving our schools today are facing a work world that staggers the mind in its complexity.

Jobs at which their fathers labored no longer exist. New vistas have been opened and the decision as to which road to travel tends to create frustration and anxiety. The problem of finding the right employee faces the employer just as it does the employee seeking just the right job.

With the cooperation of industry and business, the schools can help youth in seeking and finding that all important first job. If we aid our youth in finding meaningful gainful employment, we will have gained a contributor to our society rather than a dependent upon it.

This effort must be made jointly by our youth, schools, and industry. Without the sincere cooperation of all three, it cannot succeed.

SUMMIT COUNTY BOARD OF EDUCATION MEMBERS

Mrs. Lucille Roales

Mr. Glenn Morris

Mr. Gilbert Nolley

Mr. William Parry

Mr. Paul Shanafelt

Mr. Ralph Gillman, Superintendent

AKRON BOARD OF EDUCATION MEMBERS

Mrs. Elizabeth Dalton

Mr. Paul M. Hall, Jr.

Mr. Paul Morehouse

Rev. Eugene Morgan, Jr.

Mr. Sam Salem

Dr. George Van Buren

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Dr. John Watt

Mr. Robert H. Lewis, Clerk

Mr. Conrad C. Ott, Superintendent

AKRON-SUMMIT

COUNTY·SCHOOLS

PLACEMENT SERVICES IS -
A joint Summit County-Akron project whose purpose is to help youth find employment.

PLACEMENT SERVICES WILL -
Work to place youth into job positions which meet both employers and their needs.
Work with existing agencies and groups within the community in seeking to place youth.
Work by utilizing community resources to upgrade or train graduating youth in order to make them employable.
Work with local business to develop work stations for youth.
Work closely with counselors, vocational teachers and other school professional personnel.
Work with disadvantaged youth (economically, socially, and academically).

SERVICES WILL BE -

Available on a year around basis.

Available to all graduating seniors in specified schools.

Provided to school dropouts.

Available to industries seeking employees.

Available to school seniors during the school year.

A means of providing closer communications between the business world and the schools.

PLACEMENT SPECIALISTS ARE -
Individuals who have been selected because they have both an educational and/or business background.....

PLACEMENT SPECIALISTS WILL -
Work with school counselors, vocational teachers, school administrators, and staff to provide students with employment information.....

Work at least one-half of their time in the business community seeking employment information.....

Work to place students in jobs for which they are suited.....

Work with local business and industry to provide an employer with the individual youth who best meets his needs.....

Work with community services in placing youth.....

Work to place disadvantaged youth in job stations.....

Work on follow-up studies of graduating seniors.....

PLACEMENT SPECIALISTS:

Miss Celeste Billhartz

Mr. Errol Fitzpatrick

Mr. Almon Lyman

Mr. William Mitchell

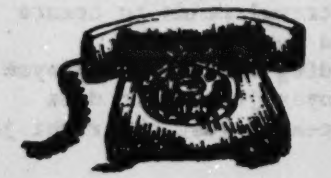
CENTRAL CLEARING CENTER FOR:

JOB PLACEMENT SERVICES
SUMMIT COUNTY BOARD OF EDUCATION
482 GRANT STREET
AKRON, OHIO 44308

TELEPHONE NO. 379-5240

Mr. Raymond A. Wasil - Placement Service Director

MR. EMPLOYER ....ARE YOU SEEKING HELP?



CALL _____, _____

_____

SENIOR HIGH SCHOOLS INVOLVED IN PROGRAM

Buchtel	Copley
Central-Hower	Coventry
Ellet	Green
East	Hudson
Firestone	Manchester
Garfield	Mogadore
Kenmore	Nordonia
North	Revere
South	Springfield
	Woodridge

further your education

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profit from military service

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how about it?

Akron-Summit County Public Schools

Job Placement Dept.

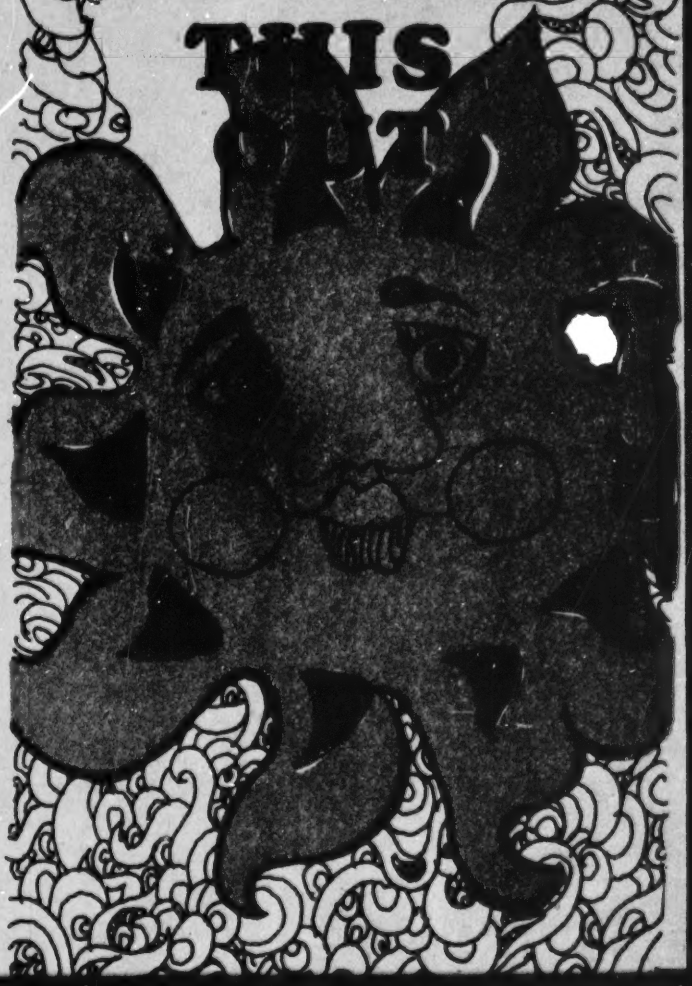
80 West Center Street

Akron, Ohio © RAY WASIL 1973

Phone 379-5240

Mr. Raymond A. Wasil, Director

for young adults looking for jobs CHECK THIS OUT



how to present yourself to an employer

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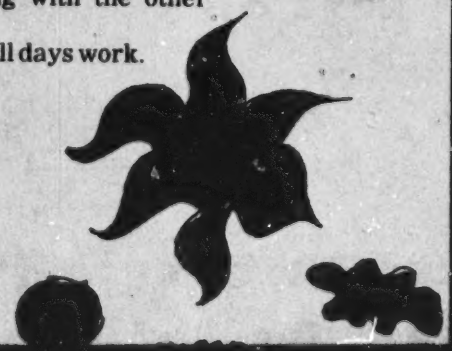
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...Learn your job and do it.
...Get along with the other employees.
...Give a full days work.